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ABSTRACT

The retrospective study evaluated the postschool adjustment and status of 172 Australian young adults (ages 18 to 28 years), all with some disability of motor function including cerebral palsy, polio, and results of accidents. Structured interviews with the Ss and their parents were used to obtain information on problems imposed by the disability, school last attended, postsecondary education, employment and expectations about employment, alternative occupations, and leisure time activities. Results included the following: Ss who had been to schools for the physically handicapped tended to be more disabled, to leave school earlier, to lack social skills and independent living skills, and to have lower aspirations for employment. Of the 20% who undertook postsecondary training, most were minimally or mildly disabled and had attended regular schools. Of the entire group, 75% had been in the work force of which half were in competitive and half in sheltered employment. Unemployment had been experienced by 37% of the Ss. Most Ss claimed that they had sufficient activities to fill their leisure time. Almost equal numbers attended clubs primarily for the disabled and clubs not specifically for the disabled. (DB)

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A STUDY OF SCHOOL LEAVERS WITH A PHYSICAL DISABILITY

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1979

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PREFACE

Young people grow up, leave school, and are expected to take on adult responsibilities of work, marriage, independent living. Young people with physical disability are expected to take on the same responsibilities but with the added burden or limits imposed by problems of physical functioning. Does this happen? How 'normal' is the entry of physically disabled adolescents into the adult world?

This report documents experiences over a three to seven year period after leaving school for a group of young people who were physically disabled. An earlier study by the author* had found that young school leavers disabled from the effects of spina bifida did lack many skills necessary to take on an adult role. These findings suggested that young people disabled from other diagnoses would have similar problems and needs for help of the kind provided by human service agencies. Little objective information was available about how the problems were handled over a period of time and the current study was designed to help fill this gap in knowledge.

This retrospective survey, conducted in 1977, included over half of the young people who had been seen during 1969 to 1974 by a Post-School Training and Placement Panel. Disability of motor function was a second criterion for inclusion in the study sample. While findings and recommendations can be generalised to a large proportion of school leavers with physical disability, the full population has not been surveyed mainly due to the first criterion above.

The Post-School Training and Placement Panel, conducted by the Special Services Division of the Education Department, assists pupils with disability attending both special and normal schools to plan for work or other occupation after leaving school. Some pre-selection occurs in determining which students should be invited to appear at a Panel and this naturally affected selection of the survey sample. At special schools for the physically handicapped all pupils are invited to attend a Panel, few refuse this offer. At other special schools, the Panel aids in planning and placement for students with some potential for open employment or for those for whom there is some doubt about their future occupation due to the degree or type of disability. Students who have obvious capabilities for open employment or who clearly have little potential may not be 'paneled'. In the normal school, students with physical disability may not be invited to a panel unless this service has been requested through awareness of need for guidance. The recognition of need and request might come from the pupil, his/her family, a teacher, a physician or some other knowledgeable person.

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*I.McAndrew, Adolescents and Young People with Spina Bifida, 1975-1976, The Victorian Society for Crippled Children and Adults (now Yooralla Society of Victoria).

The reader should also recognise that differences occurred between the groups of respondents attending the three types of schools. Students with more severe disabilities were more likely to have attended schools for the physically handicapped. Students who attended other special schools were more likely to have a lesser degree of disability of motor function. No students who had attended normal schools were classified as severely disabled. Thus degree of disability was closely associated with outcomes found for students in each type of school.

Since the time these survey respondents attended school, many changes have occurred within the academic curriculum, within the Post-School Panel, and within the adult world and opportunities it offers school leavers.

Integration of students with physical disability into normal schools has increased but cannot be fully accomplished without continued changes as noted in the recommendations. Opportunities for work training or other activities beyond secondary school have also changed but without meeting the special needs of these young people. The recommendations can therefore be placed in the context of current operations of educational and service systems, and interpreted as the next steps required for effectively matching need with service.

In the future, as more students with physical disabilities are transferred to or attend normal schools, an implication from the study seems to be concern for the relationship between degree of disability and type of school attended. The special school population will have increasingly limited functional abilities and potential for a 'normal' life. Alternative forms of occupation as noted in the recommendations must be developed with concomitant changes made in curriculum.

The report is presented in this context of changing educational and social conditions which can restrict opportunities for youth with physical disability as they enter adulthood or which can enable them to enjoy a higher quality of life through recognition of their worth as a member of their society. The report is historical and it is topical. We trust it will be found useful in assessing services for these young school leavers.

Evelyn H. Ogren, D.S.W.
Director of Research and Development.

10th December 1979

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INTRODUCTION

The rapid change in technology during the last fifty years has brought in its wake accelerated change in the industrial structure of our community, and Australia, like other countries, is going through a period of economic unrest that is affecting many people. Whereas seven years ago there was work for all - young and old, the unskilled and the skilled - there is now a growing labour pool and widespread unemployment. This most seriously affects school leavers, unskilled workers and members of minority groups.

The changes in our social structure that result from unemployment and the unknown conditions of the future have prompted intense enquiry into the lives and needs of young Australians and the institutions that serve them. These enquiries and the resultant reports have, however, almost totally ignored young people with a physical disability and their particular needs. Occasionally they are included in a report in the context of a minority group, more often they are not mentioned.

The following recent publications have dealt in some way with these issues: Tinney et al 'The luck of the game', 1974; Connell et al '12 to 20 studies of city youth', 1975; 'Transition from school to work and further study, a background paper for an O.E.C.D. review of Australian education policy', 1976; Wright and Headlam 'Youth needs and public policies'; 'Report of the working party on the transition from secondary education to employment', 1976; 'Transition from school to work and further study', Commonwealth/State Working Party First Report, 1977; Wright et al in 'Outcomes of schooling: Aspects of success and failure', 1978.

Outside Australia more attention has been paid to the young person with a physical disability. In Britain the Medical Research Council published a memorandum on the 'Employment problems of disabled youth in Glasgow', as early as 1952. Subsequent publications include: Crothers and Paine's study 'The natural history of cerebral palsy', 1959; Ferguson and Kerr's 'Handicapped youth. A report on the employment problems of handicapped young people in Glasgow'; also the report of the British Council for Rehabilitation of

the Disabled 'The handicapped school leaver', 1960; Ingram et al 'Living with cerebral palsy', 1964. More recent publications include: a study by Bachmann 'Variables affecting post-school economic adaption of orthopaedically handicapped and other health impaired students, 1972; Tuckey et al 'Handicapped school leavers. Their further education, training and employment', 1973; a report by Vogel 'A follow-up study of former students and patients at the Crippled Children's Hospital and School', Sioux Falls, South Dakota, 1975.

This study sets out to identify the needs of young Australians with a physical disability, by exploring their experience during their last year at school and following them through their post-secondary education to their employment situation. It attempts to see the educational institutions and the work place through the eyes of the participants and to learn from them about the problems they face on leaving school and seeking a meaningful occupation. It is also concerned with the hopes and aspirations of these young people about the type of occupation they will enter, and with the realities with which they are ultimately confronted.

To develop further the educational and support services for this very special group of people it is important to see these services through the eyes of the consumers, to listen to them when they tell us about their needs and to learn from them where these services are inadequate. Until such services are developed in line with the hierachy of needs as presented by the consumer, the services will be seen as largely irrelevant. Furthermore, if the services are to be really effective the consumer should be involved in their planning and development. To exclude the participantsis to increase the chances for them becoming alienated from and powerless in the system instituted for their educational advantage and care.

THE SURVEY

Aims

This report is based on a survey conducted during 1977 in which information was sought from school leavers with a physical disability and their parents about the post-school experiences of these young people. The objectives were:

1) To ascertain what happens to these young people after they leave school.
2) To ascertain how adequately the educational institutions they attend prepare them for life in the adult world.
3) To identify the problems they face when they look for a meaningful occupation.
4) To make practical suggestions about ways to mitigate or overcome some of the problems that are identified.

Selection of the Study Group

Identifying a suitable study group was one of the initial problems. There is no register of the disabled in our community and, therefore, no easy way of identifying a population of suitable age with appropriate diagnoses.

After considerable thought the following criteria were established:

Young people who had been seen during their last year at school by the Post-School Training and Placement Panel* from 1969, the year of its inception, to 1974 inclusive. (Their names are listed with the Counselling Guidance and Clinical Services of the Victorian Education Department Special Services Division and also at Yooralla Society of Victoria.) This criterion ensured:

i. diversity of diagnoses
ii. range in the degree of disability
iii. representation from varying social and economic groups

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* The Post-School Training and Placement Panel - is conducted by the Special Services Division of the Education Department to assist pupils with physical disabilities with placement and planning for work or other occupations after leaving school. The 'Panel' is discussed fully in Section 3, pages 32-40.

iv. representation from varying social and economic groups

v. the elapse of at least two and a half years since the young person left school and the time of the study interview.

Young people whose primary disability was one of impaired motor function.

Certain categories of cases were excluded. Young people:

i. with primary conditions such as epilepsy and sensory impairment

ii. with rapidly deteriorating conditions

iii. with spina bifida - a condition previously investigated by the author

iv. known to be living permanently interstate

v. with conditions where the diagnosis was uncertain

iv. known to have died.

As an adjunct to the study, 13 young people still at school in 1978 were interviewed to update information about experience of schooling and of the Post-School Training and Placement Panel.

Of the 316 young people seen by the Post-School Training and Placement Panel between 1969 and 1974, 208 satisfied all the criteria. Letters were written to them and to their parents asking for their participation in the study. Thirty-six of this 208 were lost to the study, including 14 who did not wish to take part, 11 who could not be traced and 11 who were still at school, had died or were permanently living in another State. This left a total of 172.

Twenty-seven of these young people could not be interviewed for the following reasons: 16 had severe speech problems, three had difficulty comprehending the questions, one was a permanent resident in a Mental Health Department Institute and seven refused to co-operate. Their parents or guardians agreed to provide information about these young people who could not speak for themselves. Thus, we had a study population of 172 about whom information was available.

Although both parents and young people were interviewed, for convenience we shall refer to the young people only as the 'respondents'. When the opinions of parents are referred to, this will be clearly stated.

The Interview Schedules

The primary method of data collection was by structured interviewing of the study subjects and their parents. Two interview schedules were used; one for young people and one for parents. Both included open-ended and pre-coded questions. The two schedules contained similar questions but less detail was asked from parents except in the section on 'Alternative Occupations'. It was expected that many of the young people using the facilities discussed in that section would have difficulty in expressing their views and that supplementary information from parents would, therefore, be important.

Prior to the interview the young person was sent a questionnaire to be completed at leisure and, if necessary, with the help of family members. The information requested included basic data on schooling, post-secondary education, employment and alternative occupations. As this required an account of the sequence of events and of dates, difficult to remember accurately during an interview, it was hoped that accuracy would be improved if the information was gathered and recorded at leisure.

Areas Investigated

1) Description of the Study Group -
   a) Basic personal data
   b) The disability.
2) Schooling.
3) The Post-School Training and Placement Panel -
   a) as perceived by its members
   b) as perceived by the young people and their parents.
4) Post-Secondary School Training - Rehabilitation.
5) Post-Secondary and Tertiary Level Training Courses.
6) Work - Aspirations.
7) Employment Agencies approached.
8) Employment.
9) Affirmation of the work ethic.
10) Alternative Occupations : Day Training Centres, Activity Groups and similar.
11) Leisure Activities.

Interviewers

The questionnaires were administered by five interviewers employed specifically for that purpose. They were chosen for their previous experience in administering interviews, for research purposes and for their proven interviewing skills.

Where study participants lived in country areas serviced by Yooralla Society Social Work Department, the country worker for that area conducted the interview. In all there were 13 interviewers employed on the study.

They received one briefing session and were issued with an instruction kit, which included a detailed 'Interviewer's Manual'. When they had completed their first three or four interview schedules each had an individual session with the Research Worker.

Although some country workers had only two schedules to administer the standard of their interviewing was high and compared favourably with that of the interviewing done in the city.

Interviewing Procedure

All appointments for interviews were made by letter and where possible followed up by a phone call on the day preceding the appointment. Most were held at the respondent's home, and in most cases, the interview with the young person preceded that with the parents. They were not necessarily held on the same day. Every effort was made not to have the parents present when the young person was being seen and vice versa. This was successful except in one or two instances. Confidentiality was stressed.

The interviews with the study subjects took from two and a half to three hours to complete, those with the parents lasted approximately one and a half hours.

In those cases where only the parents were interviewed, these were asked to answer most of the questions in Section 1 of the Young People's Schedule, i.e. basic personal data; information about diagnosis and questions about difficulties with manipulation, mobility, activities of daily living and communication.

Processing of Data

Completed interview schedules and pre-interview questionnaires were returned to the office, checked and, where necessary, referred back to the interviewer for clarification. When the checking was complete, the answers to pre-coded questions were transferred to and stored on 80 column punch cards. This data was tabulated by computer into the three primary categories listed below. The open-ended questions were scanned for content and analysed by hand.

The three primary categories were:

1) Type of school attended
   a. Special schools for the physically handicapped.
   b. Other special schools.
   c. Ordinary schools.
2) Type of employment i.e. the job or occupation current at the time of the interview or the last job held
   a. Sheltered employment.
   b. Open/competitive employment.
   c. Never employed: including those continuing their education at post-secondary level, attending Activity Groups, Day Training Centres and similar, and those who had been at home since leaving school.
3) Degree of disability - an index of five categories based on the sum of each subject's disability score for 18 variables (see Appendix A)

CATEGORY I	Total disability score	under 5	(minimal)
CATEGORY II	" "	5 - 9	(mild)
CATEGORY III	" "	10 - 19	(moderate)
CATEGORY IV	" "	20 - 29	(mod. severe)
CATEGORY V	" "	30 & over	(severe)

The relationship between these three categories was explored by cross-tabulating the three variables. The supposition that the type of employment or occupation obtained would be effected by the type of school attended and that this relationship would be influenced by the degree to which the individual was disabled will be examined in the analysis of the data.

FINDINGS AND RECOMMENDATIONS

1. THE STUDY GROUP

Basic Personal Data

Sex and age. The 172 in the study group comprised 101 males and 71 females. Their ages ranged from 18 years to 27 years, the mean age was just over 21 years.

Country of birth of young people and parents The majority were born in Australia and of Australian parents (79%). Migrant parents were predominantly from the U.K. (7%) and from Southern Europe (7%); smaller numbers came from other areas of Europe, Asia and Africa.

Martial status Nine of the 172 were married (7 women and 2 men), six to able-bodied partners and three to partners with a disability. Seven were minimally or mildly disabled (Categories I and II), one was moderately (Category III) and one moderately/severely disabled (Category IV). The last two were both women. The one in Category III was married to an able-bodied man and had one child. She had never been employed and had attended a Spastic Society Activity Centre before her marriage. The one in Category IV had a partner with a disability and both she and her husband were in open employment. They had no children. With the exception of the young woman classified in Category III, all had been in competitive employment.

Area and type of domicile One hundred and fifty-six of the young people were living in the Melbourne and metropolitan area, 16 in the country, two on isolated farms.

At the time of the interview the respondents were living as follows:

131 (76%) were at home with parents
4 were living alone

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* Not all questions on the interviewing schedule were relevant to all respondents. Where the number of respondents is at variance with the total study population this is noted at the beginning of a section.

9	were married and living in their own accommodation
4	were boarding
2	were living in University Colleges
11	were in hostels (8 in hostels for the physically disabled)
1	was in a Geriatric Hospital in the country
1	was in a Mental Health Department Residential Training Centre.

A significant number of these young people continue to live at home much longer than their able-bodied peers. The reasons for their continuing dependence on their parents are many and would include: the parents' expectation that the young person will be dependent; depressed financial circumstances due to low earning capacity; problems with activities of daily living; the scarcity of suitable accommodation and a limited knowledge of survival and social skills.

The majority of those who were living alone or shared houses or flats were in competitive employment and had attended ordinary schools. None who was seriously disabled (Categories IV and V) was in this type of accommodation.

Work status At the time of the study 108 were in paid employment, 52 in competitive and 56 in sheltered work. Of the 64 who were not working: 33 attended a Training Centre, Activity Group or similar; 11 were engaged in post-secondary school training courses, and 20 were not regularly involved in any sponsored activity.

The Disability

The primary diagnosis The study population was made up of young people with a wide range of diagnoses:

101 (59%)	had been diagnosed as having cerebral palsy
16 (9%)	were post-polio patients
16 (9%)	were post-accident cases
39 (23%)	had other disabilities including congenital malformations, conditions associated with muscular dysfunction (other than muscular dystrophy), arthrogryposis and similar.

Multiple disabilities were common. Epilepsy was the most frequently reported adjunct to the primary disability.

TABLE 1.1 DISABILITY CATEGORY BY PRIMARY DISABILITY AND SEX

Primary Disability	Category of Disability I No.	%	II No.	%	III No.	%	IV No.	%	V No.	%	Total No.	%
Cerebral Palsy	22	22	24	24	30	30	11	11	14	14	101	100
Polio	10	63	2	13	2	13	1	6	1	6	16	100
Post Accident	5	31	6	38	4	25			1	6	16	100
Cong.Malfunctions inc.Arthrogryposis	8	53	2	13	4	27			1	7	15	100
Muscular Disfunct.			2	25	5	63			1	13	8	100
Other	11	69	3	19	1	6	1	6			16	100
TOTAL	56	33	39	23	46	27	13	8	18	11	172	100

Table 1.1 records the distribution of the young people by primary condition, degree of disability and sex. It shows that the most severely disabled are those with cerebral palsy, the least severely those who have poliomyelitis.

The age of onset of disability was as follows:

Birth	(Congenital)	115
Less than	1 year	16
	1 - 3 years	11
	3 - 9 years	18
Older than	9 years	12

It was found that those with severe functional disability (Categories IV and V) were more often disabled before their first birthday than those less severely affected, suggesting a possible relationship between early onset and severity of functional disability. Certain questions, therefore, need further investigation: Do those with congenital or early acquired disabilities have more severe clinical

features than those disabled later in childhood? Is their optimum functional development impeded by the attitudes and expectations of our society? Is there a crucial age for onset of disability? Will the child affected before he reaches this age have less chance to develop to the maximum of his potential than the child who is disabled later in life?

Functional ability Table A.1 (Appendix A) summarizes the problems the young people reported with sensory skills, manipulation, mobility and activities of daily living. The majority claimed that they had no problems or that they were fully independent in most of the skills listed.

Hand use and walking were the most common problems. Limited use of both hands was reported by 41% (70). Problems in the use of both hands and also with walking was reported by 34% (59) and for 38 of these the problem with walking was severe.

Respondents' perception of the severity of the handicap This was not directly related to their classified category of disability. (Table 1.2) Some saw themselves as more, and others as less, severely disabled than to be expected from the category to which they had been assigned.

Two who do not consider themselves to be handicapped were in Category III. One was a highly intelligent woman in professional employment. She has a slowly progressing, neurological disease, is confined to a wheelchair but leads a very active life. The other is a young woman of poor intelligence who is cerebral palsied. On the other hand, those who said they were moderately/severely or severely handicapped included two classified in Category I and four in Category II. The young woman in Category I is the daughter of migrant parents. She is a post-polio patient, her only disability is a limp, but she uses French crutches when walking any distance; she is in professional employment. The young man in the same category has a deformity of the hips and a cardiac condition; he is of short stature and slightly stooped, but his gait is near normal. He is in open employment.

The discrepancy between the way the author defines the degree of disability and the way the participant sees himself may exist because

of the vagueness of the word 'handicap' itself. In general use it is loosely defined and permits a wide range of interpretations. Cultural factors should also be taken into consideration. Wright (1972) offers a further explanation:

"No matter how difficult a person perceives his own situation or problem to be, he tends to regard it not only as less blatantly terrible than the outsider but also as having greater adjustment value and potential."

The above theory was born out when comparing the parents' and the young peoples' ratings of the handicap.

TABLE 1.2 SUBJECTS' PERCEPTION OF SEVERITY OF HANDICAP BY CATEGORY OF DISABILITY

	Disability											
	I		II		III		IV		V		Total*	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
No at all	10	20	3	9	2	5					15	11
Minimally	24	48	12	36	9	24	1	10	1	9	47	33
Mildly	14	28	14	42	16	42	3	30	3	27	50	35
Moderately Severely	2	4	3	9	9	23	6	60	6	54	26	18
Severely			1	3	2	5			1	9	4	3
TOTAL	50	35	33	23	38	27	10	7	11	8	142	

* 27 subjects were not interviewed and the answers for three are not known.

Main difficulty due to disability The question "What are your main difficulties due to the disability?" was freely interpreted by the young people and brought forth a wide variety of answers. The most common are listed in order of frequency:

Mobility

- Difficulties with public transport
- Walking is slow/tiring
- Unable to walk
- Unable to go out alone

Use of upper limbs

- Unable to lift or carry
- Writing skills affected
- Lack of co-ordination and fine manipulative skills

Activities of daily living

- Being totally dependent
- Needing help with toileting
- Needing help with dressing

Architectural barriers

- Stairs

Speech

Interpersonal relationships

- Unable to attract members of the opposite sex

Employment

- Limited opportunities

Sport

- Unable to participate

Community attitudes

- "If you're handicapped you must be stupid."
- Staring

Personality difficulties

- Lack of confidence

The major problems are well expressed by the young woman who said: "Getting out and mixing is a problem - most of it's in the mind - I'm just a bit frightened of meeting people, maybe because I feel other people don't understand and some people don't treat you like another person. Also at work I feel I'm a bit slower - my hand writing is slower - I can't always keep up and walking is a bit of a thing. I fall over sometimes, this embarrasses me if it's in the street."

The areas of difficulty mentioned by the parents were similar to those stated by the young people - the only differences being in the frequency with which they were given. Parents were primarily

concerned with their childrens' ability to use their upper limbs; mobility was their second concern. Problems with speech, social relationships, behavioural or emotional problems, particularly lack of self-confidence, were all stressed more frequently by the parents than by the young people.

The following comments illustrate the variety of the parents' concern:
"His hands are bad, he can't manipulate small things; he can write only slowly and can't cut his own meat and can't carry a full cup of tea."
"His main problem is his walking, he is stigmatized by using crutches, he's also liable to trip or to trip others."
"The worst social handicap is his speech, he dribbles, when he wants to get something out people can't understand him. His behaviour has been aggressive and anti-social, he has a hostile manner."
"The main problem is people not accepting that she can do things, this affected her confidence in herself."

2. SCHOOLING

"There is a myth widely disseminated throughout Australia that the aim of education is to enable each individual to develop his talent to the utmost and that Australian schools provide the opportunity for everyone to progress up the educational ladder to the limits of his ability." (Connell et al 1975)

Type of School Last Attended (N = 172)

The majority of the respondents had at some time attended a special school for the physically handicapped. At the time of leaving two-thirds (62 males and 52 females) were at schools for the physically handicapped, just over a quarter (28 males and 17 females) were at ordinary schools (High Schools, Technical Schools, Private Secondary Schools and Catholic Colleges); and the remainder (9 males and 4 females) had attended special schools other than for the physically handicapped - mostly schools for the intellectually handicapped.
In this report, when the term 'Special Schools' is used it signifies all types of special schools; when only schools for the physically handicapped is meant, it will be clearly stated.

In 'Outcome of schooling: Aspects of success and failure' Wright et al (1978) stress the relationship between life chance, the age of leaving and the level reached at school. Our hypothesis added two other factors: degree of disability and type of school attended. The analysis of our data provided considerable information about the relationship between type of school and these other factors as set out in the following sections:

1. Type of School, Level Reached and Age at Leaving

Table 2.1 summarizes the relationship between type of school attended and age at leaving. The respondents' most common age for leaving school was between 16 and 17 years (almost 70% remained at school until they were 16 or older) whereas 15 years was the usual leaving age for the total population over the same period, 1970/1971 to 1975/1976. (Commonwealth Department of Education, 1976.)

This later leaving age can be partly explained by the reluctance with which many parents, particularly those whose children attend special schools, face the prospects of their child leaving school and the pressures they exert to have the school years extended. As school leaving age approaches many dormant fears have to be faced, primarily the reality of the young person's disability and its implication for work, physical independence and social opportunities. Extension of school time is sought on the grounds of the child's immaturity and the parents hopeful certainty that their will make big social and academic gains "if only he could stay one year longer". Some pupils are retained while awaiting suitable placement, others because there is no alternative placement for them and they have no where to go. Moreover, those progressing through the ordinary school system may well have had many absences, particularly during the early school years, and may consequently be older than their school fellows when they reach their optimum level of schooling.

Table 2.1 also shows that those who attended ordinary schools stayed there longer than those at schools for the physically handicapped, (57.8% of the former stayed till 17 or more compared with 21% of the latter).

TABLE 2.1 TYPE OF SCHOOL ATTENDED BY AGE AT LEAVING

Age	Type of School: Physically Handicapped No.	%	Ordinary No.	%	Other Special No.	%	Total No.	%
Under 15	2	1.8	1	2.2	1	7.7	4	2.5
15 - 16	40	35.4	5	11.1	3	23.1	48	28.0
16 - 17	47	41.6	13	28.9	8	61.5	68	39.8
17 and over	24	21.2	26	57.8	1	7.7	51	29.8
TOTAL	113		45		13		171	
Not known	1							

Respondents at ordinary schools also obtained a higher level of education than those at special schools; 51% reached Form V or beyond compared to 12% of pupils from schools for the physically handicapped. The latter rarely reached beyond Form I or II and most only completed Junior Schools.

Those who wanted to attain a higher level were considerably disadvantaged. All special schools in Victoria are registered as State Primary Schools and staffed by teachers with primary teaching qualifications. Specialized subject teachers are, therefore, not available to these schools nor are they supplied with the standard Education Department equipment normally found in State Secondary Schools.

Those pupils who claimed that they had attained Form I to III at a school for the physically handicapped are likely, during their last year at school, to have taken subjects at a number of different levels depending on their aptitude and interests and not necessarily at a standard comparable to that in the ordinary school system.

Correspondence courses, supervised by the Special School teachers, are arranged by these schools for those who have the ability to attain beyond primary level.

The expectation that the type of school attended would, to a great extent, determine the age of leaving and the level reached was substantiated by the analysis of the data.

Reasons for leaving school As these findings suggest, the young peoples' reasons for leaving school differed according to the type of school attended. Those most commonly given were as follows:

(a) They had reached maximum potential and were advised to leave

71% from schools for the physically handicapped
36% from ordinary schools

(b) They had completed Form VI

3% from schools for the physically handicapped
28% from ordinary schools

(c) They did not wish to continue - no significant difference between schools.

A few from both types of school left because of ill-health or for financial reasons.

2. Type of School and Degree of Disability

Table 2.2 demonstrates that the more severely disabled were more likely to attend schools for the physically handicapped - 56% from these schools were in Categories III to V, whereas only 18% of those from ordinary schools were in these categories. The only severely disabled young man (Category IV) to attend an ordinary school was a country lad who was for many years a boarder at a school for the physically handicapped. On his return to the country he spent one year at the local school, more for the social experience than for academic reasons.

Thus, our data support the hypothesis that the degree of disability strongly influences the type of school attended.

It should be noted, however, that 45% of those who had completed their education at schools for the physically handicapped were only minimally or mildly disabled (Categories I and II).

TABLE 2.2 LAST SCHOOL ATTENDED BY CATEGORY OF DISABILITY

Category of Disability	Type of School					
	Phy. Handicapped		Ordinary		Other Special	
	No.	%	No.	%	No.	%
I	26	23	26	58	4	31
II	25	22	11	24	3	23
III	33	29	7	16	6	46
IV	12	10	1	2	-	
V	18	16	-		-	
TOTAL	114	100	45	100	13	100

Type of School and Type of Employment

Table 2.2. shows that of those with minimal disability (Category I), 26 had attended ordinary schools and 26, schools for the physically handicapped. These two comparable groups provide important evidence about the relationship between the type of school last attended and employment obtained.

At the time of the interview of those who attended ordinary school there were:

21 in competitive employment
1 in sheltered work
3 continuing their education at tertiary level
1 at a Rehabilitation Centre

Of those who had attended schools for the physically handicapped there were

17 in competitive employment
7 in sheltered work
2 who had always been at home.

In the first part of this chapter on schooling we have used the analysis of the data to test the hypothesis that the type of school attended will be largely influenced by the degree of disability and that it will also be related to the level of education reached and the type of employment obtained. Our findings support this basic hypothesis and we shall refer back to it later in the study.

The next section takes up the young peoples' (and their parents') attitude to, and experience of, their school, both as education and as preparation for future life.

Respondents' Experience of Schooling

The Curriculum Over two-thirds from both special and ordinary schools believed that sufficient time had been spent in learning the basic skills of numeracy and literacy. They felt that practical subjects were not given the same prominence and over half considered that more time should have been spent on learning to type and on home sciences.

Many of the boys especially had not been offered these subjects, just as most of the girls had not been offered woodwork and metal work. These last were rarely on the curriculum of schools for the physically handicapped, which, naturally, placed more emphasis on teaching basic survival skills such as handling money, shopping, using a street or telephone directory, etc. Few from either type of school had had adequate practice in filling out forms such as an application for sickness benefits etc.

Most of the respondents had been introduced to various crafts and hobbies at school, but very few had been given information about contact people and resources in the community which would enable them to continue or develop these interests.

Preparation for life in the community and work (N = 135) (All Special Schools = 90 and Ordinary Schools = 45) The young people's replies to questions about the relevance of their school experience to their later life are revealing. Twenty-one percent (19) of those who had attended special schools and 27% (12) of those from ordinary schools stated that they had received no preparation at school for life in the community or for work.

When asked what was significant for their future in their school curriculum, those who attended special schools most commonly mentioned the "three R's" and the help they had received with activities of daily living (i.e. training for physical independence); a few said they had learned about social relationships at school - how to get along with people and how to communicate. Those who had attended ordinary schools placed more emphasis on social relationships and community attitudes. The following quotes illustrate their replies: they said

they had learned:

"How to get along with normals."

"... to realize I could be accepted as any normal person."

"... what I would be up against in people's attitudes to the handicapped."

"... to live with handicapped people."

Those from ordinary schools also mentioned the subjects studied at school but stressed the practical subjects such as typing, cooking, woodwork.

Career/Occupational Guidance In view of the endemic difficulties experienced by those with physical disability when looking for a meaningful occupation it is disturbing that career guidance was rarely available to these young people.

Of those who had attended schools for the physically handicapped:

47% could not remember discussing their future work or occupation with anyone

14% said they had had discussions with their principal or a member of the teaching staff

6% talked to an Occupational Therapist

5% mentioned the Post-School Training and Placement Panel in this context

Smaller numbers mentioned Social Workers, Physiotherapists, Vocational Guidance Officers and similar.

Of those from ordinary schools:

44% had had no discussion

24% talked to the principal or to a teacher

9% had discussion with a Vocational Guidance Officer

One only mentioned the Post-School Training and Placement Panel and three said they had talked to a number of different people, six gave a variety of answers.

Few of those who had attended a school for the physically handicapped could remember being given any instructions or practice in how to find a job. Those who attended ordinary schools more often claimed that they had been taught these skills.

Opportunities to visit places of work were also rarely offered. Sheltered Workshops and factories were the most usual places for excursions for those at schools for the physically handicapped.

Work experience programmes were also not common; only 11 respondents had been involved:

8 from schools for the physically handicapped
2 from other special schools
1 from an ordinary school

As all the respondents had left school by the end of 1974, up-to-date information about the experience of school was sought from 13 pupils still at school in 1978. It is clear from their replies that at both the schools for the physically handicapped and at the ordinary schools they attended, there is now more emphasis on work related and survival skills and that most of the pupils who were at schools for the physically handicapped had participated in work experience programmes.

One boy summed up the situation well when he said "This year the emphasis has been on what work will be like, subjects that will be useful when you leave. I've also had a work trial. Teachers have kept students in touch with reality and their own capabilities." Career guidance, however, was still lacking for most of them.

Awareness of inadequacies It was expected that respondents would be aware of their lack of skill in certain areas, and that these shortcomings would handicap them in their ability to function with confidence in the adult world. They were, therefore, questioned about what they would like to 'learn and do' in a course designed to make it easier for them to take their place in the adult world. Those who had attended schools for the physically handicapped were particularly concerned about their lack of:

social skill and self confidence
skills pertaining to particular areas of work
independent living skills, particularly in the use of public transport.

Just over half of the study group expressed interest in a post-school training course that would concentrate on these areas. Those interested were drawn equally from young people who had attended ordinary schools and schools for the physically handicapped.

Parents' Attitudes to Schools

Regardless of the type of school their child had attended, parents believed that it was of paramount importance that the school should

enable the child to:

develop his/her physical independence and self reliance to the maximum of his/her capabilities

learn the basic academic skills

gain ability to socialize and communicate

develop leisure time activities including sport

learn to accept the disability

gain some knowledge of work skills

build up certain aspects of personality - particularly confidence.

Suggestions for changes in school programmes (N = 118) Thirty-one considered they 'were not sufficiently qualified' to make suggestions about changes in the school system.

Of the parents of young people who had attended special schools:

30 could see no need for any change

15 were concerned about school staffing - they wanted a reduction in the pupil/teacher ratio; more remedial teachers; upgrading of qualifications for teachers in special schools; more dedication among staff

7 would like to have seen more emphasis placed on practical subjects e.g. typing, consumer education and less on academic achievement

7 were looking for more integration between special and ordinary schools

7 wished to see their children less sheltered and protected at school

6 were concerned that the school should provide more 'outside' (i.e. community) activities for their children

Only a few parents mentioned that there should be more emphasis on the teaching of survival skills and recreational skills and that there should be more liaison between school and industry.

Of the parents of young people who had attended ordinary schools:

4 could see no need for change

9 mentioned changes in staffing - primarily a reduction in the pupil/teacher ratio

4 thought the schools should offer more training in practical/survial skills

4 wanted to see more individual programmes arranged - geared to the pupil's special skills and/or needs

Other suggestions were: schools without architectural barriers and educating able-bodied pupils about the disabled.

COMMENTS AND RECOMMENDATIONS

Integration and the Ordinary School

At the time that the respondents were attending school there was not yet a systematic approach to integration. This is indicated by the number of minimally or mildly disabled respondents, apparently of average intelligence, who had attended schools for the physically handicapped. (Table 2.2 p.18)

During the 60's and early 70's, enrolment of pupils with a disability into the ordinary school system was limited by:

- Architectural barriers and the lack of appropriate facilities at many ordinary schools
- The hesitancy of principals and staff to accommodate an atypical child in the ordinary classroom setting
- The lack of competence of teaching staff to ensure the educational progress of the atypical child, without the support and guidance of specialists from the special education field.

It is not surprising, therefore, that few pupils with moderate to severe disability were attending ordinary schools prior to the mid 70's. To survive at an ordinary school the pupil with a disability needed a strong will to succeed, intelligence, social competence, a sense of responsibility and acceptance of self. In addition, the child needed supportive parents.

During the mid 70's integration became a serious issue. Those pupils from schools for the physically handicapped who were believed to be capable of coping in and benefiting from attending an ordinary school were given the opportunity to do so.

The following support services were established to assist both the pupils and staff of the ordinary schools:

- Liaisons were formed between schools for the physically handicapped and ordinary schools in their area, with the support of the Counselling, Guidance and Clinical Services of the Special Education Branch. Pupils from schools for the physically handicapped are usually initially placed in one of these schools.
- One or more members of the teaching staff from the schools for the physically handicapped are seconded to be with the pupils when they first attend ordinary schools.

These teachers in conjunction with Counselling, Guidance and Clinical Services staff continue to follow the progress of these pupils.

It should be noted that staff allocation to schools for the physically handicapped does not take into account the time required to implement an integration programme. This has serious implications for the staffing of these schools, which must be considered when any programme is being planned.

Although the support available from the special school system now makes it possible to integrate more severely disabled pupils than was the case a decade ago, these services do not as yet fully answer the needs of the child with a disability or the staff at the ordinary school he or she attends.

Recommendations for Services to Ordinary Schools

To pursue a policy of integration of pupils with a physical disability the schools require:

a) Advisory and specialist staff e.g. special education teachers and guidance officers:
   i. to give the pupil ready access to someone with whom he can discuss problems as they arise
   ii. to support and provide guidance to the classroom teachers so that they may perform their teaching tasks in the most effective manner.

b) Personal aides to assist pupils when and where necessary.

c) Special equipment available to the pupil for the duration of their schooling e.g. electric typewriters.

d) Special resource material.

e) Teacher education programmes.

Watts et al (1978) in 'The Education of Mildly Intellectually Handicapped Children' makes the following recommendations about teacher education programmes which are equally applicable to the teaching of physically disabled pupils:

"... if 'integration' models are to be developed, pre-service teacher education programmes must prepare teachers to teach these pupils, effective in-service programmes must be developed and ... teachers must be helped to accept and to understand how to capitalize on the specialist support being offered to help them increase their own competence. There are implications too for

administration and specialist staff; they must help the teacher to extend her competence."

f) On-going evaluation to establish how well integration will serve the more severely disabled child - whether the increase in support services and teaching skills will enable these children to make gains comparable to those made by children with less severe disability, or,
whether the more severely disabled child is not better prepared for adult life in a special school or special classroom setting where there can be a concentration of programmes applicable to his particular needs.

Special Schools for the Physically Handicapped

As there is already a considerable body of knowledge about the ordinary school system in our community as indicated in the introduction to this study (see page 1) all further discussion on schooling will be concerned with schools for the physically handicapped.

Some children will always need a very sheltered environment and will continue to attend schools or special classes for the physically handicapped. The purpose of these schools as stated by one principal is:
"The Physically Handicapped School policy aims to prepare children for their rightful and appropriate place as contributors in society, so that they may become as independent, self-reliant, self-sufficient and self-supporting as possible."
"Education ... also recognises the fact that the child is part of a community in which he has to take his place. He has responsibilities to the community and the community to him."

The evidence from this study, however, indicates that the respondents had little knowledge of the community in which they lived and about themselves as members of that community. The findings suggest the following reasons:

The schools were over-protective in that they gave the pupils few chances to take responsibility for their own actions.

The schools offered the pupils little opportunity to learn about their differences and to understand the implication of this difference in their interaction with members of the community. Subsequently they lacked confidence in

themselves and in their ability to form personal relationships, particularly with the able-bodied.

The schools did not place sufficient emphasis on teaching practical life skills necessary to these young people.

There was insufficient emphasis on the development of creative leisure time activities.

There was little evidence of discussion about the dilemmas and problems the pupils were facing or would have to face.

There was little evidence of counselling or discussion about occupations or alternative life styles that would be available to them.

Introduction to the world of work through work experience programmes, visits to work places, or by the teaching of some rudimentary work skills was rare.

In recent years there have been considerable changes in the curricula and the experiences offered at schools for the physically handicapped. Integration has left these schools with a high proportion of severely disabled pupils. They have, therefore, had to appraise the pupils and the community they serve, and to formulate new programmes not geared to academic excellence. The schools have had to choose whether they would offer their pupils 'a refuge from life' or the opportunity to grow intellectually, psychologically and socially to their maximum capacity. Fortunately there is every indication that they have chosen the latter course.

Some programmes although not new to the school are being given greater prominence, others have been introduced recently. They include:

Survival skills

Personal growth programmes

Socialization programmes/social relationships skills

Career exploration and acquisition of some basic work-related skills

Leisure time activities.

Survival skills which have been prominent in the curricula for some years are being further developed along the following lines:

Basic numeracy and literacy

Activities of daily living including hygiene and personal care

Simple home science programmes which include basic cooking (for some this may be the making of a simple sandwich, or the ability to give precise instructions about this); dietary requirements

Handling money; budgeting; shopping

Consumer skills such as banking; familiarity with simple forms; use of telephone, street directory and similar.

Common to all these closely inter-related programmes is the strongly perceived need for the pupil to learn about himself and his difference. To learn about the process of decision making, to take responsibility for the outcome of a decision and to learn to cope with it.

There is, nevertheless, a great diversity in the way the schools implement these policies. The following examples illustrate these differences:
In one school, selection of teachers to cope with personal development issues is based on whether or not a teacher has particular skills and confidence in these areas; in the other school, all teachers are expected to deal with these issues as part of the normal teaching load. There is, however, provision for special staff consultation.

One school offers explicit sex instruction as part of the personal development programme; the other offers this instruction only when there is a spontaneous request from the student.

Leisure time activities can pose a problem because of the very restricted physical abilities and poor concentration span of many pupils. One school emphasises that hobby skills should be independent of other people and encourages simple card games, checkers, listening to music and similar. The other school has found craft kits very successful. The Occupational Therapists at this school spend time establishing the pupils' ability and interest and then individually take the pupils to find outlets near their home where appropriate craft material can be purchased. This school has also devoted one afternoon a week to hobby and club activities. Photography, handcrafts, racing car and model car clubs are among those that have been found successful.

To foster personal responsibility, self discipline and co-operation in a team situation one school has established a cottage industry programme. This provides an opportunity for the participants to practice essential skills such as co-operation, punctuality, the ability to take orders and to complete tasks that are not necessarily satisfying to them. No alternative activities are offered to those who absent themselves from this programme or do not abide by the set standards laid down for this group. This introduces the pupils to the realities of a work situation and the realities of everyday living where there are often limited choices.

Decision making is variously fostered by involving pupils in consultation about matters relating to their curriculum e.g. choices about the inclusion of certain programmes and about their content; choice as to whether they will take part in certain programmes during their free periods.

At one school matters relating to disability are very successfully incorporated in a human relationship programme, in which the nature of different disabilities is discussed and pupils are helped to relate their differences to each other and to the normal population. At the same time they are helped to accept the reality of their disability, without feelings of shame, guilt or blame.

Social relationship skills constitute a problem to these children due to their very limited opportunities to mix and relate to the normal populction. Furthermore many are dependent for help in the basic activities of daily living and have developed expectations that their needs will be met as a matter of course and without their participation. In many instances this fosters rude, demanding and unacceptable behaviour. Consequently there is need to train these pupils in very basic good manners: to say 'please' and 'thank you', 'excuse me' and 'good morning'. One school is very aware of these basic needs and is making every attempt to meet them. Social skills are further developed through role play, games, social outings and discussion about social incidents in their lives.

Career exploration and work-related skills are variously fostered by:

- Visits to work places, both sheltered and competitive
- The cottage industry mentioned above
- Short term simulation programmes
- Audio-visual material e.g. films showing people with disability in their work settings
- Work experience programmes in sheltered workshops and in competitive industry
- Visits from counsellors of the Commonwealth Employment Service
- Continuing discussion about disability and the handicaps they impose.

Some schools have introduced camping under canvas for the more mobile pupils. This programme calls on the pupils to put into practice those skills they have discussed in the classroom e.g. co-operation, personal care, hygiene and planning ability.

These examples show a growing awareness among the schools of the pupils' needs and continual innovation in implementing new programmes. Such programme implementation, however, is dependent on staff interpretation of the pupils' needs, the use of special skills not yet available to all staff members in their own training programmes, and close co-operation between the school's teaching and ancillary medical staff in occupational therapy, physiotherapy, nursing.

Recommendations for Planning and Implementing New Programmes at Special Schools for the Physically Handicapped

a) Programmes should be evaluated in terms of their effectiveness in meeting their stated aims and goals. Such evaluation would enable an over-view to be taken of the different facets of these programmes and, consequently, a more systematic approach to the overall future development of programmes for schooling of pupils with a physical disability.

b) Staff selection should be a critical issue. Only those who themselves feel competent and who are known to have the necessary skills should be involved in particular programmes.

c) Institutions training staff for this very exacting professional work should look critically at their training programmes. Training should include for example, personal relationship skills and working with small groups.

d) Educational authorities should make available funding for consultative and support resources which can be used by the schools for both individual consultation and to develop in-service training and staff development programmes.

e) Pupils should be taught how to help the able-bodied deal with their own discomfort towards them, so that they may be able to establish comfortable, and thus satisfying, personal relationships with people in the community. They may be helped to develop these skills through such activities as role play (Wright, 1969), drama and the use of audio-visual material. However, to have meaning and ultimately to be successful these methods must be backed by experiential learning in conjunction with the able-bodied. There is need for the schools for the physically handicapped to make very considerable effort to ensure that their pupils do not grow up solely in a world of the disabled. Therefore,

   i. the facilities at these schools should be shared with local ordinary schools wherever possible

   ii. pupils from the ordinary schools should be encouraged to join with pupils from schools for the physically handicapped for some subjects and some extra curricular activities such as musical appreciation, certain hobby classes, and some aspects of the personal development programme.

f) The schools should emphasize the importance of the family for the ultimate success of personal development and self realization programmes. "It is a truism that the child's attitude to himself and to his disability are pre-eminent factors in determining responses to rehabilitative and educational measures, and that these attitudes reflect those of his family. ... they are inseparable from the disabled child and must be considered throughout his management" (Fox, 1977). The schools must stress the need for close contact with the parents and must keep parents abreast of the child's development in all areas. Parents should be offered programmes which:

i. foster their understanding of the aims of the school

ii. heighten their understanding of themselves in relationship to their child

iii. impart skills that will enable them to help their child develop maximum physical and emotional independence

iv. provide opportunities for participation in discussions relating to their child's future.

Post-Secondary School Training Courses

Most respondents were keenly aware that on leaving school they were lacking in self-confidence, social skills and knowledge of the world of work. Many were also concerned that they did not have the educational skills to enter particular areas of work or pursue certain leisure activities and that they lacked the study skills necessary to continue their education. These feelings are shared by many other young people - see 1976 O.E.C.D. report and Wright et al (1978). In addition most school leavers with a physical disability and in particular those who have attended schools for the physically handicapped lack maturity in comparison with their peers (Tuckey et al 1973, Blackmore, 1972). Immaturity compounds their difficulties in meeting the expectations of the adult world and poses additional problems for those who wish to continue their education through the normal channels. Many would, therefore, benefit from programmes for continuing education geared to enhancing this maturity and focusing on those skills most necessary to their next 'life stage'.

Recommendations for Programmes for Continuing Education

I. Short-term post-school transitional courses of six weeks to 12 months should be provided for those who are considered employable (competitive, sheltered, voluntary), or are wishing to continue with their education, or undertake vocational training at post-secondary or tertiary level.

The Courses would:

a) be focused according to the needs and goals of the individual participants, and should contain units on personal growth/self-awareness, socialization skills, survival skills, career education and work-related skills

b) give participants the opportunity to work and socialize with able-bodied peers

c) assist participants to understand their strengths and limitations (physical, intellectual and educational)

d) assist participants to relate these strengths and limitations to particular work situations

e) give information about a range of employment opportunities

f) make available work experience programmes

g) give information about available courses to those wishing to continue to post-secondary education

h) assist these participants to choose the course most likely to meet their need

i) assist these participants to translate their aspirations into reality.

II. On-going "Life-time discovery programmes" should be provided for those who are not employable and for those who enter sheltered workshops. Because of their usually limited life experience and their consequent lack of understanding of the adult world, many young people in these two groups have a very special need for continuing educational programmes. These programmes should help the participants to gain knowledge, maturity and confidence with the ultimate objective of increasing their involvement with the community.

It is recommended that:

a) programmes should focus on enhancing the participant's skills

b) there should be a wide range of programmes, including personal growth, educational and recreational programmes

c) there should be co-operation between the voluntary agencies for the disabled in establishing centres for these programmes

d) there should be a number of these centres within the Melbourne metropolitan area

e) the centres should be staffed by professionals

f) participants should be involved in decisions about the type of course to be offered at each centre.

3. THE POST-SCHOOL TRAINING AND PLACEMENT PANEL

The selection criteria ensured that all our respondents had been seen by the Post-School Training and Placement Panel. The meeting with the Panel takes place during a critical life stage, when these young

young people face the prospect of leaving the sheltered school environment to enter the adult world. The Panel can be a crucial factor in determining their life style and chances, and by many it is seen as the arbiter of their future. It is, therefore, of the utmost importance to examine the work of the Panel in detail - its aims and achievements - and to understand how the panel is perceived by the young people and their parents.

Background and purpose The Panel was established in 1969. The aim was to give pupils with a physical disability who were reaching school leaving age, and their parents, the opportunity to meet representatives from both statutory and voluntary welfare organizations for the adult with a disability.

Through this meeting parents and pupils could learn about the services the agencies had to offer and decide which best met their particular need. The Panel meeting would thus obviate the previous practice where parents had to take their child from agency to agency looking for services which were both acceptable and accepting.

Over the years the emphasis of the Panel has changed. In recent years its members have taken on the role of advisers and facilitators, assessing the child's capabilities and work potential and, where possible, making recommendations about suitable occupation, work and/or post-school training courses.

Composition of Panel The Panel is composed of representatives of Victoria's two major voluntary societies for the disabled - The Spastic Society and Yooralla Society of Victoria - the Commonwealth Employment Service, the Commonwealth Rehabilitation Service, the Counselling, Guidance and Clinical Services of the Special Services Division of the Education Department and the child's school. A paediatrician from the Royal Children's Hospital, Melbourne, is present at the pre-panel discussion. Members from other organizations are co-opted when appropriate.

Assessments are based on the following information:

A report of the child's medical history and expected prognosis.

A school report giving information about scholastic, social and emotional development. This may include an occupational therapist's assessment on basic functional ability and the degree of dependence/independence in daily living activities.

A report from a psychologist.
A social history prepared by a social worker.

Pupils seen by Panel All pupils at schools for the physically handicapped and those who have transferred to ordinary schools are invited to attend a Panel meeting during the 15th year. The invitation is rarely refused and at some schools for the physically handicapped attendance is obligatory. It is not possible to ensure that all pupils with a physical disability who have always attended an ordinary school or other type of special school will receive an invitation.

Those who are known to the Counselling, Guidance and Clinical Services of the Special Services Division and to the two major welfare agencies for the disabled will be notified of the Panel's existance and invited to attend. Smaller numbers are self-referred or referred by their school principal, doctor and similar. All appointments for the Panel are made through the Counselling, Guidance and Clinical Services of the Special Services Division.

During the years 1969-1974 inclusive there were an average of ten Panel meetings per year. Pupils attending schools for the physically handicapped and their parents were seen at the school, pupils from ordinary schools and other special schools at the offices of the Counselling, Guidance and Clinical Services of the Special Services Division of the Education Department.

The normal practice is for the young person to see the Panel first. A meeting is then held with one or both parents.

A. The Panel as perceived by its Members

During the latter part of 1976 a short questionnaire was sent to all panelists, who had attended a total of five or more Panels in the years 1974-1976. The aim was to find out how they perceived the purpose and achievements of the Panel and to gather information about the panelists' own area of expertise. Twenty-three of the 25 panelists who were sent the questionnaire completed it.

Purpose and achievements of the Panel Most panelists saw the purpose of the Panel as being

> To make recommendations, give advice and help plan for future placement. (18)

Also mentioned were:

To help the young person and their parents to be realistic about the young person's limitations and their future. (8)

To impart information about assistance available for work and recreation, and about sponsorship and benefits. (8)

To arrange contact with suitable places of employment - statutory or voluntary. (6)

Twenty-one of the 23 Panel members thought the Panel only partially achieved its purpose for the following reasons:

lack of information about the young person's capabilities

paucity of precise information about placement and employment alternatives

unrealistic attitudes and expectations held by some parents and young people.

The panelists felt that they needed a more detailed medical history, stressing neurological impairments and future treatment; an occupational therapist's report of the young person's 'skills, assets and liabilities' and an assessment of his/her ability to cope with a day's work. A detailed social report was also stressed as being important.

Contribution of the Panel to the lives of (a) the young people and (b) their parents The lack of agreement about the nature of this contribution is reflected in the following responses:

(a) "Both the preparation and actual meeting with the Panel stimulates the young person to think about the future"

The meeting with the Panel can be a threatening and traumatic experience; it "can shatter hope" (6)

The Panel "paves the way to suitable placement - determining and ensuring the immediate future" (5) and

"The Panel puts young people in touch with agencies that will be able to help them in the future, giving them the opportunity to see all avenues of employment and placement available."

(b) The main contributions to the parents were in providing information to eliminate confusion and in clarifying ideas, and to help overcome unrealistic attitudes.

The type of young people and parents who gain most from the Panel Most panelists believed that the pupil likely to gain most was one with moderate disability "who really has a choice about occupations in the future and needs some reassurance and guidance regarding the avenues open to him." Six panelists said they did not know.

There was little agreement about parents likely to benefit most. Answers ranged from "those who are unrealistic about their child"

to "those who are realistic about their child". A third of the Panel, however, believed it was "parents who were looking for information and professional expertise".

Criteria for selection of pupils The panelists were not clear about who should attend the Panel, if not all can be seen. The most commonly stated criteria were:

i. young people who need information about the type of work and the options open to them

ii. young people who need to clarify special problems about future occupation and placement.

However, considerable confusion was evident. Some answered "those with severe physical and/or intellectual impairment"; others said "those with viable alternatives".

Work alternatives Although the majority (17) of the panelists considered it to be important for the young person to be in the work force, 16 believed that there were satisfying alternatives to paid employment. Creative activities, study, involvement in community action and in-service groups were cited as examples.

Panelists' areas of knowledge and expertise It is, therefore, surprising that there is not one on the Panel with expertise in recreation or in alternative life styles. Considering the Panel's responsibility in advising pupils about employment it is also surprising that so few of its members claimed to be familiar with, for example, the Employers' Federation, Trade Union Organizations and Apprenticeship Commissions, and that a few only had had any personal experience of working at occupations other than their current profession.

Follow-up Sixteen were in favour of following up the young people after the Panel Meeting. A strong note of warning was, however, sounded by two of these - "It is the right of every person to be able to move voluntarily outside the supervision of officialdom when they wish" and "It could prove embarrassing for the young person - he would feel that he could never throw off the 'yoke' of protection that had encompassed him for many years."

B. The Panel as Perceived by the Young People and their Parents

It was expected that the meeting of the Panel would be of decisive

importance. It was, therefore, interesting to note that 12 of the study subjects and 21 of the parents had no recollection of attending. Predictably, most of these were young people and parents of young people who had attended ordinary schools and entered competitive employment. This gives some indication of the relative importance placed on the Panel meeting in the two types of schools. In the schools for the physically handicapped it is regarded as a service for all and its importance is stressed perhaps, indeed, over-stressed; not so in ordinary schools.

The young peoples' expectation of the panel (N = 122 N.K. = 11)
Twenty-one percent (26), mostly those who had been at ordinary schools, claimed that they were not told what to expect from the Panel. The 79% (96), who said they had been given information, had a wide range of expectations. Their answers are listed in order of frequency. They believed the Panel would:

discuss their future

find or place them in employment

assess their capabilities with a view to placement

assess their capabilities and indicate opportunities available.

The differing emphases of the young peoples' expectations again reflect the differences in the two school systems. Those from the schools for the physically handicapped, who had rarely been instructed in how to find a job for themselves, were more likely to expect a practical outcome i.e. that the Panel would place them in suitable employment. Those from ordinary schools were more likely to expect to be given ideas and indications of opportunities available to them. It should be noted that the 13 young people who were still at school during 1978 expressed similar expectations of the Panel as the main study group.

Parents' expectations (N = 133 N.K. = 11) Seventy-three percent (97) said they had information about the Panel before attending. Their expectations were that the Panel would

assess their child's capabilities and indicate opportunities available

assess their child's capabilities with a view to placement, discuss the future

find employment for their child

give ideas about employment (a small number only).

The expectations of the young people and their parents were very similar but some discrepancy was noted between the young people who had been to schools for the physically handicapped and their parents. In spite of the fact that many of these parents stated that they did not expect the outcome of the Panel to be placement, in a job or activity group or at Rehabilitation, many expressed disappointment when this was not forthcoming.

Help received from the Panel (Young people N = 130 N.K. = 3)
(Parents N = 137 N.K. = 7)

More parents (64%) than young people (47%) found the Panel helpful. The type of school attended was not a significant factor. The reasons most frequently given were that the Panel had:

Facilitated or arranged job taining or attendance at a Rehabilitation Centre

Arranged jobs (mainly in sheltered employment) or a placement at the Spastic Society

Given information about a number of areas of importance to them

Made realistic/good suggestions

Made specific recommendations and decisions for the future.

Criticisms of Panel by young people and parents The young people and the parents were critical of the Panel for very much the same reasons, although the order of frequency for the various criticisms differed. They stated that the Panel:

Had made no recommendations or suggestions; "it had had nothing constructive to offer" (predominantly those from ordinary schools)

Made decisions in advance; the young people considered they had no say in the decisions, and the parents stated that they were not given a voice and were, therefore, not involved in the decisions made (all from schools for the physically handicapped).

Decisions and/or suggestions were contrary to the young person's hopes or not acceptable to the parents (predominantly those from schools for the physically handicapped).

The young people thought that the Panel had insufficient information about them or the system to make appropriate decisions, for example, about the young person's capabilities, about job opportunities and pre-requisites for particular jobs (type of school not a factor).

A number of parents had found it hard to establish contact: "communication between me and the panelists was poor". Some, and predominantly those whose children had attended ordinary schools were also concerned by the attitude and approach of the Panel, stating that it was deflating and upsetting.

The following comments made by two mothers illustrate this point well:

"At that time he was interested in doing Accountancy. They were insulting actually. They laughed at me when I said he had made up his mind. I felt they considered me foolish. They thought he should leave at 16. They made me feel this charity business you'd better take what we offer." At the time of the interview this young man was a clerk in a Government Department and completing an Accountancy Course.

"They told me it was a waste of time - he was unemployable and would sit in a corner for the rest of his life. He'd never get his leaving, it was keeping another child out and why was I doing this when it was useless. I felt I was begging and felt no one had any understanding of the matter. I felt they thought he should accept the fact he is a burden on the community and do what they thought." This man was doing a course in Business Studies at a Tertiary Institution.

Effects of Panel on young person A few, predominantly those who had attended ordinary schools, claimed that they felt "all right" or that there were "no worries" when they attended the Panel, but well over three-quarters said that they were nervous, embarrassed or frightened. They stated that they felt:

> "Like a cat on a hot tin roof"
>
> "Like a dill! I don't like sitting in front of a lot of people who think they know all about you and really don't"
>
> "Nervous, like a guinea pig. Sitting in the middle, I didn't know what they wanted".

Evidently many of the respondents had not communicated these feelings to their parents, as just under half believed that their child had not been worried and had showed no particular reaction to the Panel meeting.

COMMENTS AND RECOMMENDATIONS

Many study participants perceived the Post-School Training and Placement Panel as controlling their future. The meeting with the Panel was an ordeal they had to face. An ordeal they would 'pass' or 'fail', dependent on whether the recommendations made were in line with or contrary to their wishes and confirmed knowledge that was unacceptable to them.

This meeting "to make recommendations, give advice and help plan for the future" and "help the young people and their parents to be realistic about the young person's limitations and their future", is now in the nature of a 'crisis intervention'. Ideally, career/ occupation guidance is an ongoing function of the educational process, concerned with preparing the student to make choices about his future.

Blackers (1978) states "... the preparation involves three processes for the student; developing a realistic appreciation of his own abilities and achievements, learning about society and work and the relationship of the individual to both of these". The school must "look appraisingly at the society it serves and enable its students to do this also. It has the task of helping its students to see themselves clearly as individuals but also as members of society; of helping them to recognise the relevance to themselves and to the society of significant aspects of living, among which work is one aspect".

Although there is now recognition of this responsibility among schools, particularly among schools for the physically handicapped, it will be some years before all necessary curriculum changes can be made to bring this approach to fruition. The Post-School Training and Placement Panel is, therefore, likely to be a feature in the lives of pupils with a physical disability for some years to come. Therefore, the following recommendations are made:

Recommendations for the Post-School Training and Placement Panel

a) Panel members should have a clear perception of the overall function of the panel and of the group it is designed to serve.

b) The Panel should act as an advisory body only.

c) The Panel must take into consideration the changing social and economic conditions, and include among its members persons with experience in recreation and alternative life-styles.

d) The Panel should be provided with all information it requires to do its work adequately.

e) Measures should be taken to dispel the pupil's concept that the Panel is an ordeal by emphasising that the meeting is a consultation about opportunities available, not an examination that results in 'pass' or 'fail'.

f) A simple and accurate explanation of the Panel's aims and function should be given to pupils and to parents (the current letters to parents are vague and open to ambiguous interpretation). This would mitigate the present confusion of both pupils and parents about what should be expected of the Panel meeting.

g) At the commencement of each interview, pupils should be asked to state their expectations of the Panel, so that any misapprehensions can be clarified.

h) More emphasis should be given to good communication between Panel members and parents. Sufficient time should be allowed at each interview to allow parents to express and explore their own aspirations for their child, and to allow the Panel to listen.

i) Pupils and their parents should be informed of the various reports providing information to the Panel about the child. This would make clear the resources and type of information available to the Panel.

j) Parents and pupils should be given a choice of action and encouraged and helped to make their own decisions, otherwise, many will continue to feel frustrated and claim they had "no part in the decision making".

k) Subsequent contact with both parents and pupils is essential to ensure that mutually agreed on suggestions are followed up and translated into practice where appropriate.

4. POST-SECONDARY SCHOOL TRAINING - REHABILITATION

"The Australian Government Rehabilitation Service is designed to help people who are prevented from working by a long-term disability, but who with treatment and training, have reasonable prospects of employment" (Rehabilitation, May 1975 Help for disabled people. Pamphlet published by the Commonwealth Department of Social Security)

Thirty-seven percent (63) of the study group had attended a Commonwealth Rehabilitation Centre; 57 of these young people were interviewed. The group included 42 males and 21 females and a slight predominance of young people who had attended ordinary schools. The majority were not seriously disabled (Categories I and II), largely because until 1978 it was policy to offer places at a Centre only to those who were likely to proceed to open employment.

Attendance at a Centre was rarely less than six months or longer than two years. The young people who came from schools for the physically handicapped tended to have longer training periods than those who came from ordinary schools.

Respondents' experience of Rehabilitation Centre (N = 53 N.K. = 4)
Although most said they had been enthusiastic about attending, just over half were critical of the programmes offered and considered that they had not been greatly helped by their time at the Centre.

As the reasons given were varied and the number in each category small, little can be learned from their replies. It may be relevant that 78% (38) expected that they would be trained for a specific job; many also expected that on completion of training they would immediately be placed in competitive employment. Many, therefore, had unrealistic expectations and it may also be relevant that in reply to further questions just over half said they were not offered the opportunity to take part in the decisions affecting their time at the Centre, i.e. they were not consulted when their rehabilitation course was planned.

Gains made by attending a centre (N = 55 N.K. = 2) When questioned about what they had 'gained' by atending a Centre, the most frequent answers were:

nothing	(8)
skills in a particular area of work	(11)
maturity	(13)

All those who believed that they had made no gains had previoulsy attended schools for the physically handicapped, while the majority who claimed they had gained in maturity had attended ordinary schools. It is likely that those from schools for the physically handicapped had left school without the maturity, self-confidence or social skills that are a necessary basis for the acquisition of further skills. This immaturity was, probably, one of the implicit reasons for their referral to a Rehabilitation Centre, and the Centres were either not equipped to cope with, or not aware of, these young peoples' level of development.

Many respondents said that one of the main attractions of the Centre was that they were able to meet people and make friends both among the other rehabilitatees and among the staff. The Centre was seen as an ideal site for making social contacts and developing social skills. As previously noted these particular skills were of concern to them (see p.21).

Parents also saw the principal gains in terms of maturity and work skills but in addition stressed the opportunity to socialize and to develop social skills. Just over a quarter of the parents, however, believed their child had gained little or nothing. This may have been due to confused or unrealistic expectations. The confusion is well illustrated by the following comments made by the mother of one dull young man who has some difficulty with hearing, some limitations in the use of both hands and is also epileptic: "I thought they would learn them a trade - something with his hands. I thought it was like a Technical School. They don't sort them out, some are worse than others. I was not told how he progressed and don't know whether the work they gave him was right for him. He brought home some work in clay, it's never used in work - just like playing with plasticine. They were teaching him to drive, but he was underage. A driving school here said he could not have a

licence because he had epileptic fits."

Reason for leaving and outcome of attendance Most completed their course and were placed in employment from the Centre, others transferred to a Commonwealth Work Preparation Centre for further training. Some were advised to leave because 'they were not getting anywhere' and a few left of their own accord, or because they had experienced difficulties with the staff.

Although most hoped to find work in competitive employment not all did so. Table 4.1 demonstrates the outcome of attendance in terms of the school last attended.

TABLE 4.1 OUTCOME OF ATTENDANCE AT REHABILITATION CENTRE BY SCHOOL ATTENDED

Type of occupation obtained	School Attended: Phy.Hand. No.	%	Ordinary No.	%	Other Special No.	%	Total No.	%
Never employed	4	10	2	11	2	33	8	13
Sheltered employment	12	31	3	17	3	50	18	28
Competitive employment	23	59	13	72	1	17	37	59
TOTAL	39		18		6		63	
Numbers attending a Rehab. Centre expressed as a percentage of the total number who attended each type of school		34		46		40		

Table 4.1 shows that those who attended ordinary schools were rather more likely to be admitted to rehabilitation training than those from schools for the physically handicapped. It also shows that the former were more likely to obtain work in competitive

employment than the latter.

Thus the findings in this section support the original hypothesis that the type of school attended influences the life chance of the pupil and the type of employment they are likely to obtain. Since those who were accepted to Rehabilitation Centres were mostly mildly or moderately disabled, these findings also support the expectation that the degree of disability influences the type of education available and the life chances of the young person.

COMMENTS AND RECOMMENDATIONS

To date the Commonwealth Rehabilitation Service has been the principal agency attempting to bridge the gap between school and work for those young people who have a reasonable prospect of employment. However, over half of the study group who attended a Rehabilitation Centre found the experience disappointing and unrewarding for reasons already noted (p.43). It is also probable that the Centres were ill-equipped to habilitate young people who had never been in the work force. According to Preston (1974) the basic orientation of the Commonwealth Rehabilitation Service prior to 1978 was 're-establishment and re-employment' according to a medical model of those who were prevented from working by long-term disabilities and who had previously been in the work force.

Since 1978 the Commonwealth Rehabilitation Service has changed its emphasis and is no longer only concerned with those who are potentially employable. Present policy is stated thus:
"The rehabilitation process aims to equip handicapped people for open or sheltered employment, to run a home, or for independent or semi-independent living. The target in each case is determined by individual needs and potential, with the whole process depending on the handicapped person's ability to progress to a stage where rehabilitation services are no longer needed." (Rehabilitation for handicapped people, Department of Social Security Pamphlet, 1978.)

This scheme, however, is still in its infancy and its appropriateness for the special needs of the school leavers with a physical disability has not been tested. Until the Rehabilitation Service demonstrates that it can answer these needs it is essential that

that the school leaver has the opportunity to attend a transitional programme which will help him mature by focusing on personal growth and socialization (see Post-Secondary School Training Courses (pp. 31-32). Until he has gained some measures of independence in social and emotional development he will not have the basic skills necessary to continue his development in other areas. (Karan and Gardner, 1973)

Recommendations for Rehabilitation Programmes

a) A clear statement of the goals and objectives of the Rehabilitation programme must be given to the particiapnts (and their parents) if unrealistic expectations and subsequent disappointment is to be avoided. The statement must include the overall goals and objectives of the programme, and the specific goals in terms of the young person's needs and expected achievement.

b) Participants must be given the opportunity to take part in formulating the goals and objectives in relation to their own needs. Preston (1974) believes the service has been guilty of 'doing to' rather than 'doing with' the client. He states "It is important at the beginning of any rehabilitation process to have some clear understanding of what is expected of the client in this process. This understanding should be based on a client-counsellor-agency agreement. ... acceptance of and participation in, must replace acquiescence to assessment, treatment, care and counselling."

c) Personal growth skills must be emphasised in the total training scheme.

d) Staff must be systematically trained to impart their skills.

5. POST-SECONDARY AND TERTIARY LEVEL TRAINING COURSES

"Theoretically their employment opportunities and earnings should be limited only by variations in individual skill and competency, and by constraints on mobility and other aspects of physical performance associated with a specific handicap. We could, therefore, expect that college education will provide the same relative advantages to this population as it does to other high school graduates". (Rosenberg 1978)

Thirty-five members of the study group continued their education at post-secondary or at tertiary level as follows:

- 14 had undertaken University degree courses or Victorian Institute of Colleges diploma courses
- 6 had taken up apprenticeships or a technician's course
- 9 had undertaken clerical training
- 6 had commenced training for a variety of occupations including haridressing, commercial art and horticulture.

Twelve continued their school by attending evening classes or by doing individual subjects during the day.

Obstacles to entering Training Courses

Architectural barriers are traditionally known as factors that limit the life-style and life-chance of the physically disabled. All respondents were asked, therefore, whether these barriers had prevented them from undertaking a post-secondary school training course at the institution of their choice. Four only claimed that this had been so, all of whom are confined to wheelchairs.

Staff attitudes As some training institutions are known not to be sympathetic to the disabled, the same questions were asked about staff attitudes. Three claimed that the staff or administration at the institution they wished to attend would not accept them or advised against doing a course because of their disability. These three were all moderately severely disabled (Category III). One wanted to study agriculture, but was told he would not be able to cope with the field work. Another, who had already completed a commercial course, wished to attend a Business College to improve his typing, but due to the poor function in his right hand he was discouraged and told that his frustration might be increased. The third wished to do teacher training, but was told "handicapped people are not accepted".

Type of Training Undertaken and School Attended (N = 35)

Table 5.1 shows that a much higher proportion of those who attended ordinary schools than of those from special schools went on to post-secondary education. The thirty-five respondents who had undertaken post-secondary courses comprised:

9% (10) of the 114 from schools for the physically handicapped

53% (24) of the 45 from ordinary schools

8% (1) of the 13 who attended other special schools

TABLE 5.1 COURSES UNDERTAKEN BY SCHOOL ATTENDED AND SEX OF SUBJECT

Course	School Attended				
	Phy.Hand.	Ordinary	Other Special	M.	F.
Degree/Diploma	2	11	1	10	4
Apprenticeship/ Technician		6		6	
Clerical	4	5		2	7
Other	4	2		?	4
Total	10	24	1	20	15
Continuing School	8	4		7	5

Table 5.1 also shows that those who had completed their education at ordinary schools were much more likely to undertake diploma and degree courses which would lead to higher status employment. This finding confirms the link already established between type of school attended and life-chance (see p.18).

The three who had undertaken degree courses and had been in the Special School system were all considered to be of above average intelligence by the interviewers. They were, however, all confined to wheelchairs and classified as moderately disabled (Category III).

Type of Training and Degree of Disability

Predictably the majority of those who continued with their education were less severely disabled though some had more severe disabilities and were chairbound. All, however, were independent in matters of personal care.

77% (27) were classified in Categories I and II
17% (6) were classified in Category III
6% (2) had been assigned into Category IV or V

The last two include a man who for a short time attended university lectures in Sociology. He is cerebral palsied, is confined to a wheelchair and has only limited use of both hands. The other is a woman who was very slowly completing a commercial art course by correspondence. She is seriously crippled by polio, her limbs are badly wasted and her body misshapen. She uses a wheelchair and depends on help for all activities of daily living.

Aides and concessions were the exception rather than the rule. Seven only used aides while doing their course. These included special arrangements for transport, a wheelchair for speed on the campus, a tape recorder and a 'cushion here and there', one was allotted a special parking spot. Concessions were used by ten. Most of these were given extended time to do their exams or to complete their courses.

When asked what helpful advice, instruction or warning they would give to other young people with a disability who might wish to do post-secondary courses, the respondents made the following comments:
"To be yourself - don't expect that you will get any preferential treatment. The staff are really good: as long as you give them a fair go, they will give you a fair go. Just do the work and don't try to take advantage of your situation."
"Go ahead and do it. Throw your weight around - tactfully. Don't be afraid to ask for help."
"Ignore your handicap. I have seen people use their handicap and people don't like it. Try and be a sunny person."

In discussing the type of preparation they had received at school for their future education, the following are typical of the suggestions made. Those who had been to ordinary schools suggested that it would have been helpful:

"To have experienced the formal classroom situation which would have involved homework and assignments. This happened at ... High School but not at ... school for the physically handicapped."

"We weren't given study skills or any organized homework - even in sixth form. No organized social activities - these could have helped to prepare for university life."

The young man who made the following reply summed up the suggestions of those who had attended schools for the physically handicapped: "I could have been given the basis of an education. We really were not taught anything useful. There was no discipline - handicapped kids really behaved badly. I found it difficult to really sit down and do something. I'd just done what I wanted before. There was discipline but it was totally inappropriate for our age and we never had to bear the consequence of our actions. There was always someone there to smooth things over. By being exposed to a wider cross section of the community and a wider cross section of events and situations."

Courses Completed

Table 5.2 demonstrates that at the time of the interview 15 had completed, 12 were continuing and eight had abandoned, their post-secondary level courses. No-one classified in 'other' had completed a course. The type of school attended was not a significant factor.

Occupations of those who completed courses Of the 15 who had completed courses, 10 were employed in appropriate occupations. Three who had completed degree courses were working as research assistant, librarian and teacher. The man who had completed a diploma course was an assessor in a Government office.

The five who had completed clerical courses were employed as follows: two as typists in Government departments; one as a clerk with an insurance firm; one as the office manager of a small suburban

office; the fifth had left her clerical job to become a part time hostel supervisor.

TABLE 5.2 COMPLETION OF COURSE BY TYPE OF COURSE UNDERTAKEN

Course	Completed	Continuing	Abandoned	Total
Degree/Diploma	8	5	1	14
Apprenticeship/ Technician	1	5	-	6
Clerical	6	1	2	9
Other	-	1	5	6
TOTAL	15	12	8	35

All who were involved in an apprenticeship or a technicians course were in open employment, although only one apprentice had completed his training at the time of the interview.

Of the five who were not employed four were University and Victorian Institute of Colleges' graduates who had completed their final examinations shortly before they were interviewed, the fifth was a man who had completed a clerical course, was confined to a wheel-chair and lived in the country.

Occupations of those who abandoned courses The man who abandoned his diploma course did so because "The subjects weren't hard but there were so many of them. So much to be done in such a short time. A lot of work pressure." He has congenital deformities, but is independent in all personal care and was working as a clerk in a Government department at the time of the interview.

Of the two who did not finish their clerical training, one was working as a typist in a sheltered setting, the other was doing clerical work on a voluntary basis. She is unlikely to find paid work in open employment as her writing is immature and laboured,

her typing slow and her gait unsteady.

The five who started miscellaneous courses were all employed in labouring or process work. It is perhaps significant that four of these had attended schools for the physically handicapped. The degree to which they were disabled does not seem to have been a factor in their abandoning their courses. Further information is needed about this group.

COMMENTS AND RECOMMEDNATIONS

The findings show that the respondents who had attended ordinary schools were much more likely to undertake post-secondary training, to do so at an advanced level and thus to have much better employment prospects than those from the special schools system. It is likely that the ordinary school system gave these pupils a better chance to develop essential social skills, to achieve a higher degree of maturity and to pursue systematic disciplined study.

It is also likely that, in the past, those who achieved further education were highly motivated. As post-secondary education is now increasingly sought, both as a means of acquiring employment and as a means of personal fulfillment, it is probable that further education will be sought by increasing numbers of young people with a disability, who may not necessarily have the motivation attributed to the study group.

To give these young people the best possible chance of successfully undertaking post-secondary training the following types of services are necessary:

Recommendations for Services for those wanting to undertake Post-Secondary and Tertiary Courses

a) Prospective students should be helped through the short-term post-school transitional courses (see pp. 31-32) to obtain information about courses available to make the appropriate choices.

b) Post-Secondary and Tertiary Institutions prepared to accept more severely disabled students should make the following

provisions (Kolstoe, 1978):

i. "A pre-enrollment campus orientation that allows the disabled to get some sense of the obstacles to be encountered in the impending adventure.

ii. " Functional-Training Week during which the kinds of support needed by the disabled person, such as interpreters, reader services, special typewriters and cassette recorders, can be determined so they will be waiting when he or she comes on campus.

iii. "A variety of housing options to allow the disabled who need a great deal of assistance as well as those who need very little to manage their daily lives with the least inconvenience possible.

iv. "A system of transportation that allows the students access to campus, business, recreation and social activities.

v. "A recognition of the need for the elimination of barriers to the disabled in the use of classrooms, telephone, parking, sidewalks, water fountains and toilets.

vi. "Empathetic counsellors who can relate to academic, personal, emotional, sexual and vocational rehabilitation problems.

vii. "An ongoing continuous appraisal of the effectiveness of all components of the program."

c) Comprehensive planning is needed for these students and this should be carried out by co-operation between the training institutions at each separate level. Planning should be concerned with the welfare of the individual student and also with the necessity to maximize the use of building modification and other resources required by students with disability.

It is encouraging that tertiary training institutions in Victoria are becoming increasingly aware of the needs of the disabled. The three Melbourne universities all have special committees concerned with issues relating to students with disability. These committees are variously responsible to the Vice-Chancellor, University Council, University Registrar. The terms of reference of one of these committees are:

"To encourage handicapped persons, staff or students, to make known their needs of facilities and equipment."

"To appraise handicapped person's needs and make recommendations concerning them to the Vice-Chancellor."

"To provide advice and implement communication in relation to the handicapped."

All the universities are concerned to improve the physical facilities and general well-being of these students. New buildings are planned with their needs in mind and aids are installed whenever possible.

Identification of students with a disability has, however, been a problem.

Not all the State Colleges of Victoria and Victorian Institute of Colleges have a policy relating to students with disability. Most are prepared to accept these students and to give them whatever assistance they can. Old buildings, however, make architectural barriers a major problem in some of these institutions. In others where access is possible, lack of forward planning makes attendance at the college difficult.

6. WORK - ASPIRATIONS

Disparity between the kind of work that pupils aspire to and the jobs they eventually obtain is not uncommon (Tinney et al 1974). The young people in this study considered they had received only sketchy advice about work and employment possibilities while they were still at school (see p. 20). Those who had attended ordinary schools were marginally better prepared than those who had been to school for the physically handicapped. In all, 103 respondents said that they had had ideas about the kind of work they hoped to do while they were still at school.

Type of School and Work Aspirations (N = 145)

Table 6.1 summarizes the relationship between work aspirations and type of school attended. Young people who attended ordinary schools remained at school longer and reached a higher level of schooling (see pp. 15-16). It is not surprising, therefore, that as Table 6.1 shows, they also had higher work aspirations than those from schools for the physically handicapped.

Table 6.1 also demonstrates that compared to those from ordinary schools, many young people who had attended schools for the physically handicapped had no idea what they wanted to do. The more disabled they were the less likely they were to know what they wanted - a further indication that there is a relationship between the degree of disability and life expectations.

TABLE 6.1 WORK ASPIRATIONS BY SCHOOL ATTENDED

Type of job desired	Type of School: Phy. Hand. No.	%	Ordinary No.	%	Other Special No.	%
Professional work	7	7	17	44	2	29
Clerical/Sales	26	26	4	10		
Skilled Trade	6	6	13	33	1	14
Service Occupations	7	7	1	3		
Miscellaneous	18	18			1	14
No idea	35	35	4	10	3	43
TOTAL	99	99	39	100	7	100

Most respondents said that they were attracted to a particular job because they hoped it would allow them to pursue their interests, as the following examples show:

"For a long time I've been interested in records, the rock scene and entertainment promotion. That's why I wanted to work as an announcer."

"Ive always like babies and young children - so thought I'd like Mothercraft Nursing."

Some chose a job because they believed they had a special aptitude. A few only said they were influenced by their parents and family. Only a very small number viewed employment in terms of their disability. This bears out the previous finding that the young people saw their disability as less significant than those around them (see p. 11).

Approximately half of the 103 who had ideas about the type of work they wanted to do had not discussed with anyone whether this work would be suitable for them. The type of school attended was not a factor.

Realisation of aspirations Twelve of these 103 were still studying and, of the remaining 91, three-quarters had never worked at the job of their choice. This applied to 83% of those who had attended schools for the physically handicapped but only 63% of those from ordinary schools.

The main reasons given by the young people differed markedly according to the schools they had attended and are listed in order of significance.

Those from schools for the physically handicapped believed that:

They lacked the physical skills required.

Their physical disability would be a liability in the job. This group included a young woman, with a physical disability and a cardiac condition, who wanted to be a missionary; a young man with a degenerative neurological disease who wanted to be a house painter; young people who had cerebral palsy who wished to do secretarial work, to be drivers or be mother-craft nurses.

Their educational pre-requisites were not up to standard.

Those who had attended ordinary schools believed that:

Their educational attainment was not up to standard.

Employers were 'too image conscious' and would therefore not accept 'disabled people' on their staff. (A small number only.)

There is a striking difference between the resigned realism of these replies and the unrealistic expectations held by many of the young people while they were still at school. At the time of the interview they had been out of school for a minimum of two and a half years. Many, therefore, had had the chance to test their abilities in the 'real' world of competitive employment; others had had to accept that work in a sheltered setting would be their only chance of employment.

Moreover, although the work aspirations of those who attended schools for the physically handicapped were depressed compared to those from ordinary schools they were still unrealistic in terms of their achievement. Understandably, the sheltered conditions at schools for the physically handicapped made it difficult for pupils both to obtain realistic measures of their capabilities and to perceive themselves in the normal employment situation.

The disparity between the employment aspired to and the employment obtained is illustrated in the following examples:

From schools for the physically handicapped -

A young woman who wanted to do mothercraft nursing worked as a process worker in a sheltered workshop

A man who wanted to be a teacher worked as a packer in a sheltered environment.

A woman who wanted to be a nurse worked as a process worker in a shampoo factory.

From ordinary schools -

A woman who wanted to be a speech therapist worked as a clerk.

Three men who hoped to be astronomer, architectural draughtsman and lawyer were all working as clerks.

A woman who had aspired to be a social worker worked as a machinist processing cheques.

These five people were only minimally disabled. The degree of disability was, therefore, not a factor in the disparity between their desired and obtained employment. They were also judged to be of sufficient intelligence to cope with the tertiary training course. The reason for the gap between aspirations and reality for them, as for others in the study, remains obscure and needs further investigation.

Decision-making process about occupation (N - 139 N.K. = 6)

Since leaving school six of the young people had stayed at home, 133 were occupied by work, a post-school training course or by attending an activities group or day training centre. They said that the decision about what to do when leaving school was made as follows:

51 had made their own decision. Most had attended ordinary schools, entered open employment and were only minimally disabled (Category I).

35 claimed the decision was made for them by the Post-School Training and Placement Panel. Most were from schools for the physically handicapped, in sheltered employment and moderately to severely disabled (Categories III and IV).

24 said that a number of people had been involved e.g. parents in consultation with teachers, themselves in discussion with Rehabilitation personnel.

11 said the decision was made by their parents.

12 mentioned medical advisers, the school or other family members

The parents agreed that decisions about future occupation had, in most cases, been made by the young people and the Post-School Training and Placement Panel. However, they mentioned Rehabilitation personnel, their own efforts and school staff more frequently than the young people did.

COMMENTS AND RECOMMENDATIONS

Choice of occupation Tinney et al (1974) have shown that many able-bodied school leavers were unable to attain their desired employment, so it is not surprising that most of our respondents - especially those from schools for the physically handicapped should have the same experience.

At the time these young people were attending school there was no systematic approach to career guidance or to the teaching of job related skills. Moreover, they probably lacked the maturity to make appropriate decisions, even with the help of carefully implemented programmes. The 'Report of the working party on the transition from secondary education to employment' (June, 1976) stress the need for 'vocational maturity': '... even if young people are in possession of facts about work conditions and prospects in some employment field they cannot make choices of an enduring kind until they have attained personal maturity and are motivated to make a choice'. Neft (1968) drawning on work done by Ginzberg in 1951 states that in early adolescence '... the child is still concerned largely with subjective factors; his own interests, capacities and values. It is not until adolescence and early adulthood that the individual is able to make a realistic appraisal of available work'. Pupils who attend schools for the physically handicapped are, therefore, in a particularly poor position to make 'sensible' decisions.

The findings from this study indicate that in the sheltered conditions of these schools it is difficult for the child to gain a realistic view of his capabilities. Furthermore the majority of the pupils left these schools during their 16th year, having attained no further than junior school level. In addition most of these young people claimed that they had little part in making decisions about their future. These were made on their behalf by the Post-School Training and Placement Panel, parents, teachers and similar. Those who

claimed to have made their own decisions had mostly attended ordinary schools.

Recommendations for Occupational Guidance of School Leavers with a Disability especially those who have completed their education at schools for the physically handicapped:

a) They should be encouraged to attend the post-school transitional courses as described on page 31.

b) They should be allocated personal counsellors with whom they can discuss their occupational development and other related matters. The counsellor would have close contact with the young person and his family over a period of four to six years commencing in the last school years.

c) Parents should be involved in discussions about the future from early in the child's life (see p.31). Parental attitudes and aspirations are of particular significance in the lives of these young people (Allen & Pearson, 1928; Hersov, 1963; Fox, 1977). Parental over-protection and over-solicitude can limit the child's development and his ultimate attainment. Unrealistic expectations that the child cannot fulfil can lead to unhappiness and dissatisfaction for both.

The 'Report of the working party on the transition from secondary education to employment' (1976) suggests '... career education may well be needed for parents at a very early stage in their children's lives and not needed in detail by the children until they are in the secondary years.'

7. EMPLOYMENT AGENCIES APPROACHED

Very few respondents had used a private employment agency when looking for work. Thirty-five percent (49) remembered using the Commonwealth Employment Services; 21 found the service helpful and effective, 28 were not impressed. A common complaint was that the staff were 'slack' and didn't try hard on their behalf. The following comments are typical:

"They didn't find out enough information from either me or about the jobs available."

"Since these officers have jobs they don't really care about other people."

"They don't really understand about being unemployed."
"I felt they were only interested in getting you any sort of job, rather than looking for a suitable one."

One man's statement illustrates the difficulty of placing those with disabilities - "I didn't find the Commonwealth Employment Service any helf at all. They gave me interviews, but I never got the job, mainly due to them hiding the fact of my handicap from the employer. The employers got a shock when I turned up."

An important element in the dissatisfaction expressed about the Commonwealth Employment Service was the limited time that an employment officer was able to spend with an applicant. Within recent months the situation has worsened. Staff time is being used to implement the self-selector system, - Tier I, recommended by Norgard in 'The review of the Commonwealth Employment Service' (1978) - and in administrative duties including claims for unemployment benefit. The Handicapped Persons' Employment officer, although theoretically still available to help the client with special needs, has in fact little time to give him. Some offices have gone so far as to state that they no longer offer counselling services. Clients with disabilities, therefore, now have low priority, preference being given to those who are easily employable. There is an ultimate irony in the fact that two offices employing Handicapped Employment Officers have architectural barriers that preclude access to many with a disability.

The role of the Handicapped Persons' Employment officer is not publicised. Few are, therefore, aware of the existence of this service or that they are entitled to use it. The self-selector system is confusing. It is designed for those who know what they want, are at least of average intelligence and have a good command of English. (The abbreviations used on the cards can be totally mysterious.) Furthermore, it assumes that applicants have the skills necessary to initiate contact with an employer.

RECOMMENDATIONS

a) The Commonwealth Employment Service should further examine its systems of service delivery, in particular the service offered to special client groups,

to ensure that adequate attention is given to them.

b) The Commonwealth Employment Service should publicise widely the service it has to offer.

c) An independent job information and employment service for the disabled should be established. It may be appropriate for this service to be sponsored by Yooralla Society of Victoria. This service would be concerned with:

- identification of suitable jobs
- basic vocational counselling
- client placement and follow-up
- employer education
- employer support and counselling

d) Employer education should be systematically promoted to combat ignorance about the nature of disability, which has been a major problem in the employment of disabled people (Brookhouse 1972). The programme should include:

- basic information about disability and its effects on the individual
- examples of jobs the disabled can perform
- knowledge that the placement agency is available for consultation and follow-up.

e) Industrial workshops (see pp 76-77) should be used as model sites where the employer can observe those with disability at work and can learn about modifications that may be necessary to the work site and machinery. The 'Job Information and Employment Service' in conjunction with workshop staff should offer employers:

- consultative service for on-site modications
- practical engineering service for the manufacture and installation of minor adaptive aides
- assistance with the induction of the worker
- assurance that, if the placement proves unsatisfactory, the service will take the responsibility for discussion with and withdrawl of the worker.

f) Consultation with the 'Job Information and Employment Service' should be available to all voluntary agencies for the physically disabled and not be confined only to Yooralla Society of Victoria.

8. EMPLOYMENT

For the purpose of this study anyone who is gainfully employed is deemed to be working i.e. anyone who through their own labours receives an income regardless of amount. This includes those in sheltered and in competitive employment and also those attending 'Craft Centres' where items are produced for sale. People attending Pre-workshops Training Groups, Activity Groups or Day Training Centres are classified as non-workers, regardless of the fact that at times they may be engaged in activities for which the centre or group receives payment.

The questions on the interview schedule about work experience asked for information relating to the job held at the time of the interview, or, if the young person was temporarily unemployed, about the last job he/she had held. One hundred and eleven were interviewed, 61 in competitive and 50 in sheltered employment.

Characteristics of those entering competitive and sheltered employment (N = 130) Table 8.1 shows that those who attended ordinary schools were much more likely to enter competitive employment than those from schools for the physically handicapped (71% and 28% respectively), while those from the special schools were much more likely to enter sheltered workshops.

Table 8.1 also shows that a large number of those who had attended schools for the physically handicapped gained competitive employment. This can probably be explained by their attendance at a Rehabilitation Centre. Table 4.1 (p.44) illustrates that 62% of those who entered competitive employment from a Rehabilitation Centre had been at schools for the physically handicapped.

Table B in the Appendix combines these two tables, showing the relationship between employment, type of school and degree of disability.

Table 8.2 demonstrates that those in competitive employment were more likely to be minimally or mildly disabled (Categories I and II), whereas those in sheltered employment were predominantly more severely disabled (Categories III and IV).

TABLE 8.1 EMPLOYMENT BY SCHOOL ATTENDED

Employment Obtained	School Attended: Phy.Handicapped		Ordinary		Other Special	
Competitive	32	28%	32	71%	2	15%
Sheltered	54	47%	4	9%	6	46%
Never	28	25%	9	20%	5	38%
TOTAL	114	100%	45	100%	13	99%

TABLE 8.2 EMPLOYMENT BY CATEGORY OF DISABILITY

Employment	Category of Disability: I		II		III		IV		V	
Competitive	36	68%	19	49%	8	17%	1	8%		
Sheltered	9	16%	14	36%	26	57%	6	46%	9	50%
Never	9	16%	6	15%	12	26%	6	46%	9	50%
TOTAL	56	100%	39	100%	46	100%	13	100%	18	100%

Classification of occupations - current/last job held (N = 130)

The distribution of the young people in competitive and sheltered employment according to their occupations, using the classification of the Commonwealth Bureau of Census and Statistics is shown in Table 8.3. This table demonstrates that the occupations open to those with a disability are very limited, especially to those in sheltered employment. Most of the latter were employed in production/process work (86%) mainly because the workshops represented in the study rely primarily on contract work e.g. simple assembly work, packaging, labelling, collating and book binding. One workshop which operates as a printing press has more varied employment opportunities.

The young people who were in competitive employment had entered a wider range of occupations, but, compared to the employed population of Victoria at the 1976 Census, most were working in low status occupations with limited expectations.

Three only were engaged in professional work: a librarian, a teacher and a doctoral student in psychology. The first two had attended ordinary schools, the last a school for the physically handicapped.

The majority (42%) were engaged in clerical work; many of these were employed in Government offices as clerical assistants, stenographers and similar. The other large group were in production/process work (36%).

No one was employed in Major Group I (Administrative, Executive and Managerial workers), possibly because of the comparative youth of the study population (mean age 21 years). It is also possible that because of their disability these young people were not offered the employment opportunities that would lead to administrative and managerial positions.

Conditions of Work

Earnings There is a marked contrast in the rate of earnings of those in competitive and those in sheltered work. No one in competitive work earned less than $75.00 per week, most receiving $100.00 or more. The most highly paid were two women with tertiary degrees (see p. 50) and a man working in the metal trade.

Only two people in sheltered work earned $20.00 per week or above. One was a contract cleaner whose work was arranged through a sheltered workshop, the other a process worker earning $4.00 per day - the highest rate of pay available in these workshops. Workshops wages are made up of an incentive allowance of $5.00 per week paid by the Department of Social Security and wages paid by the employer. The latter vary according to the workshop and the output of the worker. The minimum rate at some workshops is 20¢ and at others $2.00 per day. The employees also receive a Sheltered Employees Allowance, the equavalent of the Invalid Pension ($53.20 as at March, 1978).

TABLE 8.3 CLASSIFICATION OF OCCUPATIONS BY TYPE OF EMPLOYMENT

Major Group	Type of Employment: Competitive (No = 66) %	Type of Employment: Sheltered (No = 64) %	Emp. Population Vic. 1976 Census %
0 Professional, Technical	4.5	-	12.2
1 Administrative, Executive and Managerial workers	-	-	6.7
2 Clerical workers	42.4	9.4	16.3
3 Sales workers	1.5	-	7.6
4 Farmers etc. (inc. Nursery workers and Ground Caretakers)	3.0	1.6	6.7
5 Miners	-	-	0.1
6 Workers in transport & communication occup. (inc. drivers, telephonists & wireless op.)	7.6	-	4.7
7/8 Production/process workers & labourers	36.4	85.9	32.3
9 Service, sport & rec. workers (inc. cleaners & matrons not medical)	4.5	3.1	7.1
10 Armed forces	-	-	0.9
11 Other	-	-	5.4
TOTAL	99.1	100.0	100.0

The hours of work also varied. All but one of those in competitive work claimed to work full time while those in sheltered work rarely worked a 40 hour week, most working between 30 and 35 hours.

Employment Patterns.

Number of jobs since leaving school (N = 130) Information about the number of jobs the young people had held since leaving school is complex and can be misleading. All were interviewed during 1977 and had left school from 1969 to 1974. Some entered paid employment directly from school, others had undertaken courses leading to employment. Some started work, left or lost their jobs and were subsequently accepted by a Rehabilitation Centre, while others made their own arrangements for further education or training.

67% (87) mostly those in sheltered workshops had one job since leaving school

21% (28) had had two jobs

11% (15) had held three or more jobs. One claimed to have had eight.

The last mentioned, a young man minimally disabled by cerebral palsy, illustrates the difficulties of these young people. He had left school in 1969 and had since had a series of jobs as a process worker and a labourer in heavy industry. He was twice retrenched by the same firm, but was asked to return when this firm's work load increased. He had left his last job because the factory closed down and was relocated in the country. At the time of the interview he had been unemployed for some weeks.

A third of those in employment had held their last job for four or more years. A quarter however, had been there for less than a year. No up to date figures for the population as a whole could be located to compare with the above findings. The Australian Bureau of Statistics has no information about labour turn-over in terms of age, neither have the Department of Labour and Industry or the Department of Employment and Youth Affairs.

Tinney et al (1974) in their study of Melbourne inner suburban school leavers found that among the 19-21 year olds 30% had held three or more jobs. Stroobant (1978) when analysing data collected in 1969/70 about 16-20 year olds working in Sydney, found 20% had had three or more jobs. The 'Report of the working party on the tran-

sition from secondary education to employment' (June, 1976) states "... especially in the case of young males, job changing among the 20-24 age group is even more extensive and frequent than in the 15-19 age group".

In recent years increase in the school retention rate and the depressed labour market have probably reduced the number of job changes made by young people, but it still appears that those with physical disability change their jobs less often than the able-bodied, this is not unexpected for those employed in sheltered workshops. These young people are rarely able to choose where they will work, since the nature of their disability and transport are the factors that most commonly determine their place of employment. Many of those in competitive work will agree with the young woman who stated: "It was difficult enough finding someone who would employ me. I'd be silly to throw up this job and start looking all over again. I'll stay as long as they want me."

Reason for leaving last job (N = 59) Twenty-two were unemployed at the time of the interview and 37 had had one or more changes of jobs, but were still employed.

- 12 stated they were unable to handle the work (5 in sheltered and 7 in competitive employment)
- 6 were retrenched
- 5 moved to workshops close to their home
- 5 left their jobs because they or the firm they were with moved to a new location
- 4 left for advancement
- 4 because of diagreement with the boss
- 4 because of disagreement with fellow workers
- 4 because of transport problems
- 15 said they had left for other reasons including ill-health, marriage, pregnancy and travel.

These mostly negative reasons for leaving jobs give a rather depressing picture of the respondents' work situation in which poor achievement is a frequent factor. This is highlighted by the number who left their jobs because of inability to cope. Fifteen had been dismissed and two left of their own accord because their standard of work or their speed of performance was not up to standard. Twelve of these were in competitive employment.

Unemployment Thirty-seven percent (48) of the 130 who were or had been in the work force had been unemployed for three months or more; 11 of these had been unemployed for more than 21 months. The most common period for unemployment was immediately after leaving school. The type of school attended was not a factor, 31% from each type of school having experienced unemployment. Those who entered competitive employment were more likely to be affected than those who went into sheltered work.

Job Satisfaction

As has been shown the job choices for many of these young people are limited and rarely fulfil the aspirations they had at school. It was, therefore, of interest that the respondents' responses to the question: "Are you happy in your job?" and "Do you think the work you are doing is worthwhile?" were mostly in the affirmative. Just under two-thirds stated they were happy and three-quarters that the work they were doing was worthwhile. This applied equally to those in competitive and those in sheltered work.

The replies to two further questions: "What do you like best about your job?" and "What makes you feel good about your work?" were coded using Herzberg's (1968) determinants for job satisfaction - motivators and hygiene/maintenance factors.

'The motivators are task factors ... (that) provide the psychological stimulation by which the individual can be activated towards his self realization needs.' 'They are effective in motivating the individual to superior performance and effort' (Herzberg 1968). The factors are achievement, recognition, the work itself, responsibility and advancement. The hygiene/maintenance factors prevent discontent with the job but have 'little effect on positive job attitudes' (Ibid). They are company policy and administration, supervision, salary, interpersonal relations and working conditions.

The following replies, chosen at random, are typical of answers including 'Motivators':
"With limited education I'm able to correct a fault in half the time of a trained technician, because of my practical experience." (Open employment)

"The satisfactorion of the end result. I have to set up and check all the information to be fed into the computer. When it all seems to be correct I feel satisfied." (Open employment.)

"I'm being of value to somebody - to the Workshop in doing my work. I am being gainfully and constructively employed." (Sheltered employment.)

Typical of answers including 'Hygiene/maintenance' factors:
"Being able to work in the garden and out in the fresh air" (open employment.)

"The people I work with." (Sheltered employment.)

"I'm earning a reasonable wage." (Sheltered employment)

"It's secure." (Sheltered employment.)

The replies are tabulated in Table 8.4. In the answers to "What do you like best about your job?" 'Hygiene' factors are more common for both groups. But in the replies to "What makes you feel good about your work?" there is a slight predominance of 'Motivators' for those in competitive employment and of 'Hygiene' factors for those in sheltered work. The most commonly mentioned 'Motivators' were 'work itself' and 'achievement', while 'interpersonal relationships was the most common 'Hygiene' factor.

Table 8.4 demonstrates that the quality of work available to those with disability is unlikely to provide job satisfaction, a sense of achievement or self realisation; it provides few challenges and few rewards.

The importance of friendship and social relationships is again emphasised in the replies to these questions. Wright et al (1978) also found friendly fellow workers were of utmost importance to their study group. They state "It appears that growing in competenceand in successful action with other people to achieve mutually satisfying goals is part of the core of the human value system."

TABLE 8.4 HERZBERG'S DETERMINERS OF JOB SATISFACTION

	"Liked best about job"				"What makes you feel good about work?"			
	Competitive		Sheltered		Competitive		Sheltered	
	No	%	No	%	No	%	No.	%
MOTIVATORS								
Achievement	1		3		12	33	10	50
Recognition of achievement	1		-		4		1	
Work itself	19	82	15	75	15	42	7	35
Responsibility	1		-		-		-	
Advancement	-		-		-		-	
Combination	1		2		4		2	
TOTAL	23	38	20	43	36	60	20	44
None	38		26		24		25	
Not known	-		4		1		5	
HYGIENE/MAINTENANCE FACTORS								
Company Policy	2		2		5		2	
Administration and Supervision	-		-		-		-	
Salary	6		2		5		4	
Interpersonal Relationships	30	65	18	72	17	50	14	64
Working Conditions	4		-		1		2	
Combination	4		3		6		-	
TOTAL	46	75	25	53	34	57	22	49
None	15		22		26		23	
Not known	-		3		1		5	

Problems and Difficulties in Employment (N = 111)

The young people were questioned about eight aspects of their work situation; areas in which the author believed they could have particular problems: transport, architectural barriers, self care, following instructions, speed of work, concentration, making friends and ability to get on with their supervisor or employer.

The number of young people who reported problems in any area are listed below:

4.5% (5) Self-care. One only was in open employment. All needed help with toileting.

9% (10) Architectural barriers. Six were in sheltered employment. They complained of heavy doors, slippery floors and problems with stairs when the lift was out of order.

13.5% (15) Transport. The majority were in open employment. The difficulties reported were the expense of regular taxi hire, having to rely on parents and friends, the high steps on trams and buses and standing in public transport.

20% (22) Ability to get on with boss. Type of employment was not relevant. The difficulties experienced were not elucidated.

22.5% (25) Making friends. Type of employment was not significant. Those with minimal disability found this less a problem than those more severely disabled.

26% (29) Following instructions. Difficulties were more frequently reported by those who had attended ordinary schools (32%) than schools for the physically handicapped (24%), and by those in competitive employment (31%) than those in sheltered work (20%). Those who were less disabled reported problems more frequently than those more severely affected (28% in Category I, 35% in Category II, 24% in Category III, 24% in Category IV and 21% in Category V).

26% (29) Concentration. Equal proportions of those from open and sheltered employment had problems with concentration. Those with minimal disability claimed this as a problem more often than those who were more severely affected.

32% (36) Speed of work. Problems in this area were reported more frequently by those in sheltered employment (39%) than those in competitive employment (29%). Those with severe disability often found this a problem.

Changes desired in Employment (N = 99 N.K. = 12)

29 could not think of anything they wanted to change about their work or the conditions under which they worked (25% in competitive and 35% in sheltered work.)

24 wanted to change 'everything' (27% in competitive and 20% in sheltered work.)

18 complained specifically about the repetitive and mindless nature of their work. (8% in competitive and 23% in sheltered employment.)

10 would like the work to have been less physically demanding (all in competitive employment 17%).

9 were critical of the company policy or the administration (10% in competitive and 8% in sheltered work).

5 wished for a change of attitude in their supervisor or employer (2% in competitive and 10% in sheltered employment). One woman said bitterly "To be respected as a person not a thing."

1 was looking for each of the following: better physical working conditions, better pay, advancement and work closer to home.

Expected work in five years time

The majority of the young people in competitive employment were able to envisage the future, many in sheltered work were not able to do so. Lack of ambition or hope was common in both groups and most expected to remain in the same job or to move to a similar one. Only a quarter of those in competitive employment expected to be promoted in their job. Small numbers from both groups were hoping to find work that was more congenial.

The unrewarding quality of work available to the majority of these young people is again illustrated in these answers, and the difference in expectations of those in competitive and those in sheltered work. The latter have few expectations and are frequently circumscribed by limited experience.

These responses show that the overall attitude of these young people to their work situation is depressing, with low expectations of advancement and increased achievement. This further supports the findings in Table 8.4 relating to 'motivation' and 'hygiene/maintenance factors.'

COMMENTS AND RECOMMENDATIONS

A striking fact to emerge from the last section is that in spite of the low-status, unrewarding nature of the employment available to young people with a disability most said they were happy in their job.

However, a study of Table 8.4 - Herzberg's determiners of job satisfaction - indicates that the components that gave most satisfaction were the work content and interpersonal relationships. Other determinants such as achievement, advancement and responsibility that Herzberg considered essential for self-actualisation are missing. This leads to the question whether the disabled have such low expectations of their ability that they are contented to accept these jobs; and the further question whether the community values them at the same level that they value themselves. If this is so it reinforces the need for the school system to help these young people to enhance their feelings of worth and to deal more with their disability in relation to the able-bodied community.

Sheltered Workshops

With rising unemployment it is likely that an increasing number of those with disabilties, who would previously have been absorbed into competitive employment, will, in the first instance, look to the workshops for employment.

Consequently, fundamental questions must be asked about the aim and the function of the workshops and how they can best provide service to this population and to the people they already serve. Should they only provide a protective work environment or should they also be a developmental service?

The workshop that the majority of study subjects attended offered their workers unskilled monotonous work, little or no responsibility and no prospects of advancement. They offered few work or personal incentives to people who are largely devoid of other avenues for enhancing their growth.

Power and Marinelli (1974) make the following observations: "The dull, routine, monotonous type of work seems to be the backbone of the workshops setting. We cannot avoid monotony and routine in work.

But does it mean that, because we feel that most of the handicapped can peform only such tasks, the potential for higher type tasks cannot be explored?"

"The environment of the workshops today, the nature of work and its pervading unappealing aspects to the handicapped, the sub-human expectancies both in the disabled and in the mind of the perceiver - all have created a lack of growth in our rehabilitation efforts and, more importantly, have caused harm to the client."

This situation will be particularly disadvantageous for those who in time of full employment would have entered competitive work. Consequently provisions must be made for their needs and improvements for those for whom workshops have always been the only avenue of employment.

Recommendations for Sheltered Workshops

Within the workshop setting there should be different sections catering for different needs and different levels of development. Initially all workers should enter at Level I - The Assessment and Training Programme. From here they would move to either Level II - The Work and Activity Centre or Level III - The Industrial Section. The trainees, who for any reason, found that they received little satisfaction from the work content of the Assessment and Training Programme but who wished to continue with some productive work would be encouraged to enter the Work and Activity Centre. Those ready to participate in an industrial programme would enter the Industrial Section.

There should be flexibility of movement between levels. The sharing of programmes and the co-operation of workers at all levels should ensure this.

a) Level I - Assessment and Training Programme during the course of this programme, trainees would be

- assessed, clinically and through the use of work activities for physical ability, psychological attitude and work motivation
- given the opportunity to familiarise themselves with the world of work - the discipline and skills required and a variety of jobs by experience on the job.

- offered individual training programmes according to their psychological and work needs
- offered basic training for particular jobs or work processes, suited to their ability and likely to lead to job satisfaction
- given a concept of endeavour, to strive for higher level skills and jobs as they gain knowledge and experience
- offered programmes that would continue to stimulate their personal development, interpersonal relationship skills and their contact with the community.

Training periods at this level would vary for each individual and would depend on initial skills, predicted level of development and the time taken by the trainee to reach this.

In Gellman's (1969) terms this period "... serves as a situational technique for evaluating, adjusting, or maintaining employability through the use of a controlled work environment that permits individualised work programmes".
"It provides a laboratory in which clients can test or know themselves in a work situation, both as individuals and as members of a social group."

Some aspects of this programme are similar to those of the Commonwealth Rehabilitation Service. This is necessary if those trainees who would previously have been absorbed into competitive employment are not to lose ground.

On completion of the assessment and training period it is envisaged that a number of the young people will find voluntary or paid employment in the community and that others will decide not to remain in the sheltered workshop programme. For those who remain, channelling will be necessary.

b) Level II - Work and Activity Centre These centres should emphasise not only personal care, interpersonal competence and community survival skills, but also encourage participationin production work. The time schedule for developmental activities and work-related activities should be determined by individual needs.
Andrews (1977) suggests that "very rigid allocations of time need to be scheduled for activities of a personal-social development nature; with the proportion of time devoted to this and

work-related activities being determined by the needs of the employee. This flexibility should be exploited to the full." The emphasis on personal-social development "... can be expected to enhance personal adjustment and social competence, continue the development of skills and abilities, and be a continuing preparation for life in the community, including employment and use of leisure time. It can also be expected to result in an improvement of performance in work tasks..."

It seems appropriate that these centres should form part of the workshop complex. Wherever possible their activity programmes should be carried out in conjunction with programmes arranged for Workshop Level I, and work-related activities conducted with the Industrial Section of the Workshops (Level III). Those participants, who after a period in the Work and Activity Centre have developed sufficient competence to progress to a more intensive work programme, as well as those who wish to increase the work content of their programme, should be encouraged to move to Level III.

c) Level III - Industrial Section "The large majority of clients coming to a workshop require a permanent setting where they can be employed under sheltered conditions. The long held fantasy of workshops as a transitional facility has to be replaced by the reality of the workshops as a terminal one" (Olshansky, 1976). As a result of Australia's current economic situation it is likely that for some years this will be true for an increasing number of young people with a disability.

It is suggested that Level III workshops:

- operate as industrial work places
- are conducted in accordance with up to date management techniques
- give workers the respect accorded to workers in competitive industry
- expect appropriate work behaviour of their employees.

To implement this programme the following recommendations are made:

i. Participation of Workers The industrial section of the workshop should adopt the concept of self-managing groups, locating "responsibility for control and co-ordination in

the production process ... with the people who are performing the task" (Emery, 1977). Emery postulates a democratic model of organization in which the workers "... share and allocate among themselves the requirements for control and co-ordination of their task related activities."
He further states that: "Many of the benefits accruing from this form of organization have been summarized under the criteria for job satisfaction. But the most critial effect of changing from a bureaucratically organized structure is that people start to grow rather than shrink."

Growth through work should be the ultimate aim of all workshops. It is, therefore, anticipated that the introduction of a 'participative form of work organization' will provide stimuli for personal growth by making available to the employee a work situation that contains those determinants that Herzberg considers essential for self actualisation and that were previously defined as lacking - responsibility, recognition and achievement and advancement.

ii. Management consultants should be employed to translate the concept of self-managing groups into action.

iii. Work tasks Within the workshops there should be provision for optional work tasks manufacturing and process work: outdoor work and an opportunity for the trainees to obtain apprenticeships. Work should be available to the disabled at all levels of the workshop process. In common with the able-bodied, those with disability have a wide variety of skills and aptitudes. Not all are process workers. There must be provision, therefore, for a diversity of activities if their capabilities are to be utilized and if they are to get satisfaction from the work tasks they perform. Choice about the kind of work they do is as essential to the disabled as to the able-bodied worker.

iv. Rates of pay There should be a review of the pay structure to those in sheltered employment, to ensure that workers receive both a more 'respectable' rate of pay and to eliminate disincentives for extra effort. The Woodhouse Report (1974) on 'Compensation and Rehabilitation in Australia' states "We believe (too) that the Government should ensure the

minimum workshop wage rates are geared on some reasonable basis to ruling industrial rates, having regard to the productivity level of the handicapped worker".

Menere (1973) suggests that workshop employees who are capable of producing at 30% or more of normal out-put should, as a minimum receive the basic wage, and that the employer should be subsidised for the difference between the value of each employees' assessed productive capacity and the basic wage.

Serious thought should also be given to payment for effort rather than out-put.

v. Transport The Commonwealth Government needs to give direct assistance to the workers in the form of a sheltered workshop travelling allowance. Hopefully this would allow the workers some flexibility in the choice of work site and ensure that transport needs do not unduly limit the worker in his choice of work or site.

vi. Concessions To encourage workers to move beyond the sheltered environment of the work place, to explore the community and to develop other skills, some time concessions should be available to workers on a regular basis. The production schedule of the workshop would be geared to allow for a certain number of workers to be on work release at any one time.

vii. Workshop Management In view of the very special skills required for workshop management

- Managers need to have appropriate tertiary qualifications and experience in competitive industry prior to being appointed to a workshop.
- Supervisors should be qualified tradesmen, with experience in industry.
- Special training courses should be developed for managers and supervisors. These would include training in medical and psychological aspects of disability, counselling skills, experience in task-setting and allocation.

The services at all levels of the workshop programme will to a large extent depend on effective management and especially the capacity of the workshop to compete in the open market. Therefore, "Sheltered workshop management must be management in the full sense of that word, management that is responsible for each and every aspect of the businesses that are controlled" (Hooke, 1975).

The managers need to be:

- imaginative in their approach to obtaining contracts and creative in advertising the resources of the workshops
- skilled in marketing, to ensure maximum profit for the products manufactured and processed and, contracts that will utilize to the full those advantages that are particular to a workshop e.g. a stable supply of labour, many of whom are willing to undertake low-skilled work
- abreast of the latest production techniques and innovative in production methods, to increase efficiency and translate new concepts into practice
- skilled at staff management, understanding of the workers and of their special problems to obtain from them maximum co-operation and output.
- able to educate and counsel in order to make the work experience worthwhile and challenging to the employees.

viii. Optimal size - specialisation Further study is essential to determine economic viability, the optimum size and the extent to which workshop production can be diversified. There are several possibilities:

- large workshops (400 + employees) that offer a wide range of manufacturing and process work
- small workshops that specialise in a particular product and process
- enclaves in competitive industry
- some combination of these three.

In his report on sheltered workshops in Newcastle N.S.W. Tisdell (1976) states "Managers were ... against specialization of workshops in terms of the products produced by them. For one thing, a range of different products enables the workshops to fully utilize the diverse abilities of its employees. However, the risk associated with specialization was also uppermost in the managers' minds. They desired to diversify their products and markets to reduce the risk of losing sales with a change in economic conditions."
'Existing workshops will be more economic if greater numbers could be induced to work in them. '

He suggests that:

'Some of the diseconomies of existing workshops can be overcome by regional and wider associations. These enable skilled personnel, those skilled in marketing, production and so on, to be shared

and a sharing of other expenses such as those involved in information gathering and advertising. Furthermore, associations of this nature enable the plans of the sheltered workshops to be co-ordinated. For instance, expansion and new location plans can be co-ordinated. A regional association can also overcome wastes which might arise from duplication and competition in charity drives. The danger of a regional assocation is that it can result in a bureaucratic central organization which limits the freedom of individual sheltered workshops."

9. AFFIRMATION OF THE WORK ETHIC

"How interesting it is that some people who qualify for public welfare and who would be 'better off' economically on it continue to work at jobs which offer so little security and low wages." (Olshansky, 1976)

Sixty-eight percent (125) believed that everyone who can should work irrespective of whether the respondents were in competitive or sheltered employment or had never been employed. School attended was not a significant factor.

There was more tolerance for those with disability who chose not to work than for the able-bodied; words like 'lazy' and 'bludger' were used for both groups, but only the able-bodied were described as 'selfish'. This dichotomy is well illustrated in the replies given by two of the respondents:

> "It's pretty lousy for the able-bodied to go on the dole; they should have ambitions to work" but
>
> "It's a different situation for the handicapped - it's up to their own decision."
>
> "It's up to the able-bodied - I can't say they are missing out on anything. I don't judge other people and their motives" and
>
> "There is something wrong with them (the disabled) lack of initiative on their own part from personal experience. They should work to keep themselves healthier and more alert mentally and physically."

Quite a significant number, however, said that those in both groups had the right to personal choice: "It's up to them - they can choose for themselves."

When asked to make a direct comparison between the importance of work for those with disability and the able-bodied, the replies received were in line with their orignal affirmation of the work ethic:

60% believed it equally important for those with disability and the able-bodied

35% believed it of more importance for those with disability

5% considered it less important for those with disability than for the able-bodied.

The young people gave the following reasons for the importance of work for those with a physical disability:

Boosts morale, builds confidence, enhances self esteem	28
Relieves boredom, is a means of keeping occupied and gives interest	28
Gives those with disability a chance to prove themselves, to show their ability and to prove they are not different from others	25
Gives the opportunity to socialize. Facilitates social contacts	17
Promotes health - "takes your mind off yourself"	15
Gives some measure of economic independence	14
Promotes feeling of belonging to, and experience of life in the community	10
Enables a person to make a contribution to the community	6
Makes for better understanding, greater acceptance, of those with disability	5

The majority believed that their parents would hold views similar to their own about employment and this proved correct.

Although there are some inconsistencies in their answers, overall the young people hold strongly to the work ethic. The reasons for their continuing and strong support of this ideology at a time when many believe it to be in danger (Gilbert, 1973) are clearly expressed. To these young people work is the path to normality.

10. ALTERNATIVE OCCUPATIONS

Activity Therapy Centres, Day Training Centres, Activity Groups and Similar

At the time of the interview 33 of the young people were attending

groups or centres whose express purpose is to fulfil the very special needs of those who are unable to cope with work even in a sheltered setting.

While the numbers are small it is important to look at the characteristics of these young people and the facilities that are available for them. They were occupied in the following ways:

Pre-Workshop Groups

Six young people were attending a Pre-Workshop Training Group at the Spastic Society of Victoria. This group aims to assist school leavers in their personal development while preparing them for sheltered employment. The young people are encouraged to develop their social and creative skills, their knowledge of the community and the world, while being introducted to light process/production work.

Four of the six were moderately disabled (Category III) and two were minimally disabled (Category II). All were considered by the interviewers to be of below average intelligence. Some had problems with concentration.

The length of their attendance at the centre varied from a few months to two years. They attended five days a week.

Only one young man said he disliked attending this group. He was a poor achiever, emotionally unstable with a disturbed family background.

Activity Therapy Centres

Twenty young people were attending Activity Therapy Centres at the Spastic Society of Victoria. Up to July-August, 1977, these centres operated as Activity Groups. The objectives of these groups were very similar to those described for Activity Therapy Centres (A.T.C. Handbook, 1977). However, some activity groups were including light industrial work in their programmes. This does not feature in the Spastic Society Activity Therapy Centre programmes.

The Spastic Society has four Activity Therapy Centres in the Melbourne metropolitan area and three in country districts. The objectives of the centres, as set out in 'The A.T.C. Handbook' are:

"... to promote the personal development of handicapped adolescents and adults, who do not require constant care and attention, but who never-the-less need special facilities to enable them to gain maximum independence and self sufficiency. Personal and social development for each client should be the prime objective of an A.T.C."

Of the 20 attending an Activity Therapy Centre - nine were severely and five moderately severely disabled (Categories V and IV); four were moderately disabled (Category III); one was mildly and another minimally disabled (Categories II and I).

The last is a young woman who lives on an isolated farm. She occasionally attended the nearest centre situated some distance from her home, but transport was a major problem. The woman in Category II has special problems and was judged by the interviewer to be intellectually dull. This also applied to those classified in Category III.

The young peoples' length of attendance at the centres varied from less than six months to three years or longer, most attended five days a week.

Interviews were gained with 14 only, the remaining six having severe speech problems.

Seven said they enjoyed attending the centre; seven did not. These last were all at centres that were at that time still including light industrial work in their programmes. When asked how they spent their time there, all referred to the repetitive process work. Those from other centres spoke about their handcraft activities and outings.

Being with other people was the aspect of the centres they enjoyed most. Their dislikes were individual and little can be learned from their replies. There were few suggestions about other things they would like to learn or do.

Activity Groups

Four were at an Activity Group run by Yooralla Society of Victoria. At the time of the interview there were three suburban groups in the

Eastern suburbs and two groups that met at the Society's headquarters in South Melbourne.

The suburban group that the young people attended focused on social involvement of disabled and able-bodied members and the opportunity to develop leisure skills. The group met for three hours, two days per week.

Of the four, one was severely disabled (Category V) two were mildly disabled (Category II) and one minimally disabled (Category I).

The last is a young man who has had a cerebral tumour excised, has minor epileptic seizures and in unsteady on his feet. He tires easily, is slow at all activities and is at times out of touch with reality. Of those in Category II one has a cardiac condition that precludes strenuous activity; the other is a young woman who sustained severe head injuries in an accident some 10 years prior to the interview. Her comprehension and speech are impaired. The young man in Category V also attended an Activity Therapy Centre on a part time basis.

All these young people said they enjoyed their time with the group. They spoke with pride of their craft activities, including copper beating and macrame, their outings and shopping trips. None had suggestions about other things they would like to learn or do.

Day Training Centres

Three attended Day Training Centres. These centres provide educational and vocational training programmes for intellectually handicapped children and adults. The centres are managed by voluntary organizations and are subsidised by the Mental Health Division through the Mental Retardation Services.

Adult programmes include:

(a) Activity Centre programmes with emphasis on personal development, in a balanced programme of work activity, social education and physical activity.

(b) Sheltered Workshop programmes - these are commercially orientated and emphasise 'work training'. Social education and recreation activities may be provided during leisure hours.

Those attending Day Training Centres were clasified as severely disabled (Category V) moderately (Category III) and mildly disabled (Category II). The first was a permanent resident in a geriatric hospital in the country. This young man has no speech but is intellectually very alert. The other two are both intellectually retarded and also have problems with speech.

Special Centres for Continuing Education

One young man was at an Education Department Continuing Education Centre. His physical disability is minimal (Category I). His main disability is his poor intelligence. He had attended a special school for the intellectually handicapped and had been offered, but had refused, a place at a Day Training Centre. He hopes that he will eventually find employment.

When asked about the activities at the centre, he reported that time was devoted to process work, to learning basic numeracy and literacy skills and to programmes that included home-skills e.g. cooking, driver education, crafts and leisure time activities and sport.

Unfortunately due to problems with speech and/or intellectual function none of these young people were able to offer constructive criticism about the centres they attended. However, the majority stated they enjoyed their time there and spoke with interest of the craft activities they were engaged in. To many the main value of the centre lay in the chance to meet and be with other people.

The parents also believed that the centres principally offered their children the chance for companionship and friendship, increased confidence, 'something to fill the day' and a 'focus and sense of purpose'. Others stated that their child had developed a 'broader outlook' and some measure of independence from the family. A third of the parents were concerned that the centres offered limited scope for personal growth or the attainment of skills.

Degree of disability Most of these young people are severely physically disabled; some are also intellectually retarded; others might be of average intelligence or above but lack speech and/or concentration; while others do not have the stamina to cope with a full day's work.

Schools attended Thirty-two attending these groups or centres had completed their schooling at special schools (31 at schools for the physically handicapped and one at a school for the intellectually retarded), one had attended an ordinary school. The parents of this quite severely disabled and intellectually dull girl had arranged for her to attend an ordinary school after completing nine years at a special school for the physically handicapped, in the hope that her educational standard would be improved by this one extra year of formal education.

Waiting period before admission Two-thirds (22) were admitted to a centre or similar within one month of leaving school or within a month of making an application. For many the decision was made or confirmed by the Post-School Training and Placement Panel and the young person admitted early in the year after leaving school. Five were waiting for up to a year or longer. Transport to a Centre was a difficulty in some of these cases.

COMMENTS AND RECOMMENDATIONS

Government subsidised Activity Therapy Centres were introduced in 1977. The objectives of these centres are to provide "programmes of personal and social development which are structured to meet the individual needs of each client."

"Activity Therapy Centre clients are those people who, ... need special facilities to develop toward personal and social self-sufficiency. This covers a broad range of handicapping conditions and degrees of severity. In general, A.T.C. clients will have disabilities which limit their independence and self-sufficiency to the extent that they require intensive and preferably individual programms of assistance" (The A.T.C. Handbook, 1978). The handbook, while suggesting guide lines for program components that are considered suitable for such a centre - "The development of personal, social, survival and vocational skills" - gives scope for each centre to interpret these in such a way as to best meet the needs of its participants.

The programme offered by one of the Activity Therapy Centres administered by the Spastic Society of Victoria includes - home skills;

mobility and community experiences; typing and editing a magazine; sewing; current affairs; photography; music therapy; environmental awareness; craft activities; survival reading; recreation; discussion groups; book club. This programme, in common with other Activity Therapy Centres administered by the Spastic Society, does not include a work component.

Recommendation for Activity Therapy Centres

a) These centres should concern themselves with the development of personal, social, survival and leisure skills only. Those people who have the desire and ability to be involved in any form of production work should attend a workshop - initially at Level I and continuing into Level II. As it is likely that attendance at an Activity Therapy Centre will be a long term project for many, programmes need to be stimulating and hold the participants' interests.

b) To this end, participants need to be closely involved in the choice and planning of programmes.

c) Centres should have a regular change-over of staff, so that there will be a regular input of new ideas from staff who have a 'fresh' perception of, and enthusiasm for, the programme.

d) Agencies for the disabled administering Activity Therapy Centres should co-operate to facilitate staff movement between centres. This may help to avoid the loss of experienced staff to these programmes. The agencies will need to ensure that these staff members have portable superannuation, holiday and sick leave etc.

The Activity Therapy Centre programmes will, however, not suit all those who are disabled and unemployed. Some will look for less structured programmes, others for programmes that operate on a part time basis only. Those looking for the former may find that their needs are met by the 'Life-time discovery programmes' described on page 32. Those looking for a part time structured programme may find the two day a week programme set up by Yooralla Society of Victoria during 1978 appropriate. The aim of this programme is to prepare young adults, of varying degrees of disability and average intelligence, for involvement in their own community.

The programme provides a range of experiences to help participants gain the confidence needed for this involvement. These experiences include leisure skills, craft, sport, survival skills, use of public transport, budgeting, group activities and discussions. Each participant is expected to spend time outside the group to follow-up personal interests in their own community.

11. LEISURE TIME ACTIVITIES

This survey would not be complete without some information about how young people with a disability spend their leisure time. Many of those taking part in the study were closed into jobs that were monotonous and unrewarding and others had never been employed. If these young people are to have a sense of purpose and achievement and if their life is to have interest, then stimulating and rewarding leisure time activities are of particular importance.

One hundred and three (71%) of the study participants said they had sufficient activities to fill their leisure time.

Difficulty in this respect was common for those with a severe disability (Category V). Those who had never been employed rarely claimed to have difficulties. It must be remembered that among the young people classified 'never employed' were regular attenders at Activity Therapy Centres, Activity Groups or similar; students in full-time post-secondary education and six who had always been at home.

Only two of the six who had always been at home found time heavy on their hands. One was a young man with cerebral palsy, who needs crutches for walking and has only limited use of his left hand. He spent his time listening to the radio, reading and practicing writing. He occasionally went shopping with his mother. The other was a grossly deformed chair-bound man. He helped his mother around the house, read and watched T.V. He drove a specially adapted car and occasionally used this to go camping at weekends.

Among those who had always been well occupied at home was a 26 year old woman, who is severely affected by cerebral palsy. She has limited use of her hands, is unable to walk independently and has difficulty with her speech. She is highly intelligent and spent some

time each week studying a language. One day a week was spent in the company of her best friend. She attended social groups and lectures on most evenings.

Sixty-one percent of those who had experienced temporary unemployment were dissatisfied with the way they spent their time during these periods. The problems this group experienced in finding sufficient and satisfying activities may in part be due to the raised expectations of those who have been accepted into employment. The problems may also be linked to the rather scant preparation for leisure young people received at school, and to the difficulties associated with finding a group or club in which they will feelcomfortable.

Participation in Interest/Hobby Courses (N = 143 N.K. = 2)

Only twenty-six percent (37) had taken up an interest or hobby course on leaving school. At the time of the interview a third of these were attending courses including pottery, languages, model-making, script writing and yoga.

Thirty-eight percent (55) claimed they would like to take up a course. Wood-work and pottery were of particular interest to them. Their interests, however, were broad and included - photography, languages, sailing and horticulutre.

The reasons given for not participating were:

Lack of movement or skill required for the particular activity

Lack of motivation

Insufficient time or inability to cope after a day's work

Transport problems

The expense involved

Inability to obtain relevant information about the course

Lack of appropriate pre-requisites, educational attainment not up to standard.

Although many of these reasons are common to the general population (Wright and Headlam, 1976) some such as depressed income or transport problems are more pertinent to those with disabilities.

The discrepancy between ability and interest and the lack of knowledge of community resources are perhaps a reflection on school curricula

particularly those in the special school system. At the time the young people were completing their education these schools were not offering their students adequate opportunity to test their abilities or to come to terms with their disability, nor were they allocating sufficient time or status to the pursuit of leisure time activities.

Membership of Clubs and Social Groups (N = 103 N.K. = 3)

Social groups and clubs were a more popular choice than hobby courses. Thirty-one percent (54) of the respondents belonged to groups or clubs catering primarily for the disabled e.g. Mingler's Anonymous, social clubs at sheltered workshops and self-help action groups (Southern Regional Association of the Disabled, Australian Lobby for Physically Handicapped Adults).

Twenty-nine percent (49) belonged to groups or clubs catering primarily for the able-bodied. Sports and fitness groups and Church clubs were most popular (10 each) followed by chess clubs (5), scouts and guides (5) and service groups (5), others belonged to political clubs, The Young Farmers Association, historical societies, drop-in-centres and similar.

The type of school the young person had attended and the type of employment in which they were engaged appear to have a direct bearing on the type of club or groups they joined. Those who had joined 'normal' clubs were predominantly in competitive employment and had predominantly attended ordinary schools - 42% (only 25% had attended schools for the physically handicapped). Those who had joined clubs for the disabled were predominantly from sheltered employment (51%) and had attended schools for the physically handicapped (41%) (only 8% of this group had been to ordinary schools).

The focus of the group or club they joined was, however, not determined by the type of school attended, but the degree of disability was a factor. All in sports/fitness groups were minimally disabled (Category I); those in Church groups were predominantly moderately to severely disabled (Categories II to V) as were those in chess clubs, service clubs, scouts and guides.

The more severely disabled are more likely to join groups with a policy of universal acceptance which are, therefore, seen as unthreatening. Even in these groups they experienced problems and disappointments as

shown by the following comments:

"I was going to be secretary but couldn't because I'm too slow at writing." (Service Club)
"I did belong to a youth club attached to Church, but was not accepted and dropped out."
"Other members don't really encourage me to join in. It is due to ignorance on the part of the members about people with a handicap. There is also often difficulty with transport." (Church Group)

There is fairly strong evidence that those who were given the opportunity of relating to the 'normal' environment through their schooling, have been prepared to link up to less protective environments for their social activities.

COMMENTS AND RECOMMENDATIONS

The data in this section indicates that the severely disabled and those who were temporarily unemployed had most difficulty in filling their leisure time. Furthermore although many of the young people had the desire to be involved in an interest or hobby course many had difficulty translating their desire into action. The opportunities for those with disability to enter 'normal' leisure and recreational activities in their community have also been limited; lack of initiative and knowledge on their part about the opportunities available together with the community's lack of awareness of their needs, abilities and potentials, have led to this situation.

Wright and Headlam (1976) suggest that to assist young people to translate their desires into reality they need information about "what is involved and how classes are run before they decide; they need to observe a class in action, perhaps on an open day or in a 'no obligation' introductory session. These could also help them test their desires against reality, discover where their interest and ability truly lie."

Recommendations for Leisure Time Activities

a) To increase leisure-time and recreational activities voluntary agencies should:

- educate the community about the needs and rights of the disabled in this area
- advocate change where appropriate, in community recreational programmes and the elimination of architectural, financial and transportation barriers

- give those with disability information about the options available to them and in addition encouragement and reassurance to explore these options
- assist the disabled to enter community programmes and support the groups they enter
- assist people with disability to set up their own recreation facilities and programmes as needed.

b) Recreational activities catering primarily for those with physical disability should have a dual purpose

- to offer protected recreational activities to the individual in his local community
- to offer those with disability an opportunity to develop their social skills and self-confidence, with the ultimate view of entering the 'normal' recreation programmes in their community.

It must, however, be remembered that the way an individual wishes to fill his leisure time is a very personal matter and is characterised by changing needs. Those with disability in common with the able-bodied, therefore, need to be offered a diversity of programmes and to have the opportunity to pursue the activities of their choice. Elery Hamilton-Smith (1974) sounded the following note of warning: "There is danger of recreational activities being perceived and organized as part of a theraputic regime rather than as a recreation in the real sense of the word. We do not deny that many activities commonly seen as recreation have an important part to contribute to the theraputic process, but we would emphasise the need and, indeed, the right of handicapped people to indulge in recreation for its own sake."

If economic circumstances make it increasingly difficult for those with disabilities to obtain work, recreational activities will become even more important. For many this will be their main or only opportunity for socialisation and to achieve feelings of self-worth and fulfillment.

SUMMARY OF RECOMMEDNATIONS

SCHOOLING

Ordinary Schools should have available to them

a) Advisory and special staff
   i. to give the pupil ready access to someone with whom to discuss problems
   ii. to support and guide the classroom teachers.

b) Personal aides to assist pupils.

c) Special equipment for the use of pupils.

d) Special resource material.

e) Teacher education programmes.

f) Ongoing evaluation to determine the effectiveness of the support services.

Special schools for the physically handicapped

a) Programmes at these schools should be evaluated in terms of their effectiveness in meeting their stated aims and goals.

b) Staff selection should be a critical issue.

c) Institutions training staff for this very exacting professional work should look critically at their training programmes.

d) Educational authorities should make available funding for consultative and support resources to the schools.

e) Pupils should be taught how they can help the able-bodied deal with their own discomfort towards the handicapped.

f) The school should emphasise the importance of the family for the ultimate success of personal development and self-realization programmes.

Programmes for continuing education. It is recommended that two specific training programmes be made available:

I. Short term post-school transitional courses (of 6 weeks' to 12 months' duration) for those who are considered employable (competitive, sheltered, voluntary) and for those who wish to

continue with their education or undertake vocational training at post-secondary or tertiary level.

The Courses would

a) be focused according to the needs and goals of the individual participants.

b) give participants the opportunity to work and socialize with able-bodied peers.

c) assist participants to understand their strengths and limitations.

d) assist participants to relate these strengths and limitations to particular work situations.

e) give information about a range of employment opportunities.

f) make available work experience programmes.

g) give information about available courses to those wishing to continue to post-secondary education.

h) assist these participants to choose the course most likely to meet their need.

i) assist these participants to translate their aspirations into reality.

II. <u>On-going 'Lifetime discovery programmes'</u> should be available to those who are not employable as well as to those who enter sheltered workshops.

a) These programmes should focus on enhancing the participant's skills.

b) There should be a wide range of programmes.

c) There should be co-operation between the voluntary agencies for the disabled in establishing centres for these programmes.

d) There should be a number of these centres within the Melbourne metropolitan area.

e) The centres should be staffed by professionals.

THE POST-SCHOOL TRAINING AND PLACEMENT PANEL

a) Panel members should have a clear perception of the overall function of the panel and of the group it is designed to serve.

b) The Panel should act as an advisory body only.

c) The Panel must take into consideration the changing social and economic conditions, and include among its members persons with experience in recreation and alternative life-styles.

d) The Panel should be provided with all information it requires to do its work adequately.

e) Measures should be taken to dispel the pupil's concept that the Panel is an ordeal by emphasising that the meeting is a consultation about opportunities available.

f) A simple and accurate explanation of the Panel's aim and function should be given to the pupils and to parents.

g) At the commencement of each interview, pupils should be asked to state their expectations of the Panel.

h) More emphasis should be given to good communications between Panel members and parents.

i) Pupils and their parents should be informed of the various reports providing information to the Panel about the child.

j) Parents and pupils should be given a choice of action and encouraged and helped to make their own decisions.

k) Subsequent contact with both parents and pupils is essential to ensure that mutually agreed on suggestions are followed up and translated into practice where appropriate.

POST-SECONDARY SCHOOL TRAINING - REHABILITATION

a) A clear statement of the goals and objectives of the Rehabilitation programme must be given to the participants (and their parents) if unrealistic expectations and subsequent disappointment is to be avoided.

b) The young people must be given the opportunity to help to formulate goals and objectives in relation to their own needs.

c) The rehabilitation programme should emphasise training in personal growth skills in the total training scheme.

d) Staff should acquire these skills through systematic training.

POST-SECONDARY AND TERTIARY LEVEL TRAINING

a) In making a choice about the type of post-school education they want, assistance should be available to prospective students through the short-term post-school transitional courses mentioned above.

b) The post-secondary institutions accepting students with a disability need to make certain provisions for them:

- Pre-enrollment campus orientation
- A period prior to commencement to determine and to obtain the aides and services required
- A variety of housing options
- Comprehensive transport services
- Elimination of architectural barriers
- Sympathetic counsellors
- On-going evaluation of all components of the programme.

c) Comprehensive planning is needed for these students; this should be carried out by co-operation between the institutions at each separate level. This should be concerned with:

- the welfare of the individual student
- maximizing the use of building modifications and other resources.

WORK - ASPIRATIONS

a) School leavers with a physical disability, and in particular those who have completed their schooling at schools for the physically handicapped, should be encouraged to attend the post-school transitional courses.

b) Personal counsellors with whom they can discuss matters relating to their occupational development should be allocated to all pupils with a physical disability.

c) Parents should be involved in discussions about the future from early in the child's life.

EMPLOYMENT SERVICES

a) The Commonwealth Employment Service should examine its current systems of service delivery, to special client groups.

b) The Commonwealth Employment Service should advertise the services it has to offer.

c) An independent 'Job Information and Employment Service' should be available for those with disability.

d) Employer education should be a major thrust of this service.

e) The 'Job Information and Employment Services' should offer employers a variety of services.

f) Consultation with the 'Job Information and Employment Service' should be available to all voluntary agencies for the physically disabled.

WORK - EMPLOYMENT

Sheltered workshops Within the workshop setting there should be different sections catering for different needs and different levels of development. There should be sharing of resources and flexibility of movement between levels:

a) Level I - Assessment and Training Programme

In the course of this programme, trainees would be

- assessed
- given the opportunity to familiarize themselves with the world of work
- offered individual training programmes
- offered basic training for particular jobs or work processes
- given a concept of endeavour
- offered programmes that would continue to stimulate their development
- training periods at this level would vary according to the needs of the individual.

b) Level II - Work and Activity Centre would emphasise not only personal care, interpersonal competence and community survival skills, but also encourage participation in productive work.

c) Level III - Industrial Section would operate as an industrial work place conducted in accordance with up-to-date management techniques.

To implement this programme

i. The Industrial Section should adopt the concept of self managing groups giving workers
   - power to negotiate with the workshop board of management
   - representation on this board
   - access to all information relevant to the workshop programmes
   - systematic preparation for this responsibility.

ii. Management consultants should be employed

iii. The workshops should provide optional work tasks

iv. Review the pay structure to those in sheltered employment

v. The Commonwealth Government needs to give assistance to the workers in the form of a sheltered workshops travelling allowance

vi. Time concessions should be available to workers on a regular basis to encourage workers to move beyond the sheltered environment of the work place

vii. Workshop management requires special skills
   - Managers need to have appropriate tertiary qualifications and experience in competitive industry
   - Supervisors should be qualified tradesmen
   - Special training courses should be developed for managers and supervisors.

ALTERNATIVE OCCUPATIONS - Activity Therapy Centres, Day Training Centres, Activity Groups and Similar

a) Activity Therapy Centres should concern themselves solely with the development of personal, social, survival and leisure skills.

b) Participants should be closely involved in the choice and planning of programmes.

c) Centres should have frequent changes of staff to ensure a regular in-put of new ideas.

d) Agencies for the disabled administering Activity Therapy Centres should co-operate to facilitate staff movement between centres.

LEISURE-TIME ACTIVITIES

a) Voluntary agencies for the disabled should be instrumental in increasing the leisure-time and recreational opportunities for

those with disability:

- educate the community
- advocate change where appropriate
- give those with disability information about the options available to them
- assist the disabled to enter community programmes
- assist people with disability to set up their own recreational facilities and programmes.

b) Recreational activities catering primarily for those with physical disability should have a dual purpose

- to offer protected recreational activities to the individual in his local community
- to offer those with disability an opportunity to develop their skills with the ultimate view of entering the 'normal' recreation programmes in their community.

APPENDIX A

DEGREE OF DISABILITY

The degree of disability was calculated by assigning a value score to the levels of functional ability on 18 interval variables, adding the value of these scores for their total and assigning the total into one of five arbitrarily divided categories of degree of disability.

The 18 variables on which the scoring system is based are those factors that the author assumed were most likely to affect a young person's ability to function adequately in the community and to obtain work.

The variables represented were:

Communication skills	-	(1)	Speech
		(2)	Hearing
		(3)	Writing (hand use)
Manipulative skills	- (4)	(5)	Hand use (right and left)
Mobility	-	(6)	Walking
	(7)	(8)	Independence of movement inside/outside
		(9)	Ability to go one block without tiring
		(10)	Ability to mount steps
		(11)	Ability to climb stairs
Activities of Daily	-	(12)	Bathing/Showering
	(13)	(14)	Dressing/Undressing
		(15)	Toiletting
		(16)	Eating/Drinking
Other	-	(17)	Sight
		(18)	Epilepsy

At the interview the respondents were requested to rate themselves on 17 of the variables. Speech was rated by the interviewer. The 27 young people who were study subjects but not interviewed were rated by their parents on all variables.

The number of intervals for the rating scales differed among the variables. Independence of movement inside/outside, ability to go one block without tiring, ability to mount steps and climb stairs were rated on two points, Yes or No, according to whether the young person could or could not accomplish this activity.

Hearing, hand use right/left, use of hand for writing, bathing/showering, dressing/undressing, toiletting and eating/drinking were rated on three points:

No difficulty
Some difficulty
Severe difficulty/totally dependent

Sight, epilepsy and walking were rated on four points:

Sight - No difficulty
Some difficulty
Great difficulty
No sight

Epilepsy - None
Controlled by medication
Petit mal uncontrolled
Grand mal uncontrolled

Walking - Independent with normal gait
Independent but some limping and unsteadiness
Needs to use aides
Mostly or always in a wheelchair

Speech was rated on five points:

Normal
Near normal
Marked problems but readily intelligible
Not readily intelligible
No speech

Subsequent to the interview:

i) The scale for four of the variables was extended. The scale for hearing, hand use right/left and use of hand for writing was extended to four points to differentiate between minor and moderate difficulties. The scale for walking was extended to five points to differentiate between those who sometimes used wheelchairs and those who were chairbound.

ii) In the few cases where there was a very obvious discrepancy between the young person's rating and his performance or the description of the difficulty experienced, the rating was adjusted by the author in consultation with the interviewer.

In the three or four cases where the interviewer had reason to doubt the accuracy of information given by the young person, this was checked with the parents; if there was a discrepancy the latter's rating was used for coding.

iii) The scales were standardized in direction. For all variables a value of zero was assigned if the young person had no problems in that area, a value of three if there were severe difficulties, total dependence or total inability to cope. The rating scales for walking and speech were exceptions with the highest value on these scales being four i.e. chairbound and no speech. A value of three, however, still denoted severe difficulty.

The variables that were rated on a two point scale were coded as zero or three depending on whether the young person could (Yes) or could not (No) cope in this area.

The variables rated on three point scales were coded:

0 for no difficulty
1 for some difficulty
3 if there was severe difficulty/total dependency/total loss

The individual scores for each of the young people were then added and the total scores which ranged from less than five to 46 arbitrarily divided into five categories as follows:

Category	Total Score	Degree of Disability
I	Less than 5	Minimal
II	5 - 9	Mild
III	10 - 19	Moderate
IV	20 - 29	Moderately severe
V	30 +	Severe

Table A.1 indicates that the majority of the respondents claimed to have no functional disability in 15 of the 16 variables that were measured. (The exceptions were hand use right and left, and walking). However, this does not mean that all the young people are free of impairment in these areas. This classification includes both those who have no physical impairment as well as those who in spite of impairment have learned to compensate for the impairment and cope with the environment. For example - a young woman with quite severely deformed hands has adequate manipulative skills to earn her living as a typist.

The decision to include A.D.L. skills as separate variables was considered justified, in spite of the fact that manipulative and/or mobility skills are the basic components for A.D.L. It was expected that the degree of disability/dependence in A.D.L's would not be

directly related to the degree of functional disability in the primary areas i.e. manipulation and mobility. This proved to be so.

Although the majority of the participants who claimed to have moderate or severe functional disability with manipulation and mobility were also dependent for most A.D.L., there were five who were independent in two to four of these areas and needed only minor assistance in the other areas. (Assistance with dressing and with cutting of food was most commonly required by these young people.)

TABLE A.1 DEGREE OF FUNCTIONAL DISABILITY (N = 172)

	None	Minor	Moderate	Severe	Total inabil/loss of skill
	0	1	2	3	4
SIGHT	141 82%	29 17%	2 1%		
HEARING	143 83%	21 12%	5 3%	3 2%	
EPILEPSY	157 91%	12 7%	1 1%	2 1%	
RIGHT HAND	74 43%	45 26%	32 19%	21 12%	
LEFT HAND	76 44%	44 26%	37 22%	15 9%	
USE OF HAND FOR WRITING	102 59%	53 31%	1 1%	16 9%	
WALKING	38 22%	63 37%	24 14%	10 6%	37* 22%
INDEPENDENCE OF MOVEMENT					
- INSIDE	168 98%			4 2%	
- OUTSIDE	162 94%			10 6%	
GO ONE BLOCK WITHOUR TIRING	127 74%			45 26%	
STEPS NO HELP	126 73%			46 27%	
STAIRS NO HELP	117 68%			55 32%	
SHOWERING	113 66%	39 23%		20 12%	
DRESSING	104 60%	50 29%		18 11%	
UNDRESSING	134 78%	21 12%		17 10%	
TOILETING	134 78%	17 10%		21 12%	
EATING/ DRINKING	116 67%	45 26%		11 6%	
SPEECH	88 51%	31 18%	13 8%	24 14%	16** 9%

* Chairbound
** No speech

APPENDIX B. EMPLOYMENT BY TYPE OF SCHOOL AND DEGREE OF DISABILITY

Type of School and Degree of Disability		Type of employment		
		Competitive	Sheltered	Never
I	Phy.Handicapped	17	7	2
	Other Special	-	1	3
	Ordinary School	21	1	4
II	Phy.Handicapped	11	10	4
	Other Special	-	2	1
	Ordinary School	8	2	1
III	Phy.Handicapped	4	22	7
	Other Special	2	3	1
	Ordinary School	2	1	4
IV	Phy.Handicapped	-	6	6
	Other Special	-	-	-
	Ordinary School	1	-	-
V	Phy.Handicapped	-	9	9
	Other Special	-	-	-
	Ordinary School	-	-	-
	TOTAL	66	64	42

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